

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will verify some literature reviews related to the topic discussed in this study. There are main theories including reading, reading comprehension, narrative text, Story Grammar strategy and previous study. Each subchapter will be divided into several parts in order to make readers understand well about the theories.

2.1 Reading

2.1.1 Definition of Reading

Reading is the common activity in human's life and it is very important. From this activity, the people get many information they needed. It is an important skill for the student too. Therefore, the students who do not read well they will be misunderstanding the text they have read. Harmer (1998) states that reading activity is useful for language acquisition; the more the students read, the better they get at it. In other word, reading activity has positive effects for the students.

Based on the expert, Nuttal (1996), said that reading usually recognized as a necessary part of these activities. The students have to read especially foreign language book. From this activity, they will get the advantages of knowing about foreign language. It will make clear to the students for a better job, access to literature, going to around the world or whatever. Cline et.al (2006) states that reading is

decoding and understanding written text. Further, Cline et.al (2006) in their second definition states that reading is a process of deriving meaning from the text.

In summary, reading is the way to get some information or idea from written text in which make a decision, to confirm, or reject the ideas itself. By reading the text, the students get many advantages and playing up their knowledge. In addition, the researcher agree that reading is a kind of activity that helps the reader to interpret the printed page through drawing the meaning of the pages.

2.1.2 The Purposes of Reading

When people decide to read, it means that they have a purpose. There are many purposes of reading. Based on Wallace (1996) the purpose of reading can be classifies based in the personal reasons as follow:

a. Reading for survival

Reading for survival is reading a text that is very crucial for life, for example a warning signs, an admonition sign, an instruction sign, and many more. Survival reading serves immediate needs.

b. Reading for learning

Reading is intended to support learning. It is expected to be exclusively school-related. The reader needs to 'translate' the text, literally, to learn vocabulary, to identify 'useful' structures, to use a text as a model for writing and to practice pronunciation, for example, the reader reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants enjoy the sound, and rhythm or rhyme of the text. The text being read is written to offer enjoyment. For example read narrative texts.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Comprehension is the effort of the people who read the text in order to get the understanding of the content. Reading comprehension, based on Hervey's explanation, is not a single step or easily acquired skill. It is a complex process that teacher finds difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). By knowing and understanding what being read is the key to comprehend what people read. Furthermore, Prado and Plourde explain that comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement". Without all of these skills, the reader cannot comprehend properly and read properly.

According to Grellet (1998), reading comprehension is how to understanding a written text to extract the required information from it as efficient as possible. On the other hand, Kennedy (1981) states that reading comprehension is a thought process through which reader become aware of an idea and understand. Reading comprehension is not a skill that can be develop once and for all at any level of

instruction. It begins in early childhood and continues as long as the people read for information.

From those explanations above, the researcher conclude that reading comprehension is a process of understanding the written text to get an idea or meaning. Furthermore, this understanding needs the interaction among word identification, prior knowledge, comprehension strategies, and engagement.

2.2.2. Strategies to Reading Comprehension

Some linguistics had been suggested that many ways of reading. This is the main ways of reading comprehension suggested by Harmer (1998):

a. Skimming

Skimming is quickly running one's eyes across a whole text to get the gist of text. The reader goes quickly in reading the text. The purpose of skimming is to see or to know what a text is about. The reader skims in order to satisfy a very general curiosity about a text.

b. Scanning

Scanning means that reading quickly goes the text and find a particular piece of the information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

c. Extensive reading

Extensive reading is reading longer text usually for someone's pleasure. This is a fluency activity to involve global understanding.

d. Intensive reading

Intensive reading is reading short text to extract specific information from the text. This is more accuracy activity involving reading for detail.

2.2.3 Kinds of Reading Comprehension

Many experts explain kinds of reading comprehension. Kennedy (1981) states that there are three kinds of reading comprehension skill. They are literal comprehension, inferential comprehension, and evaluative comprehension. The explanation of these three kinds of reading comprehension as follow:

a. Literal comprehension

It means reading to understand, remember or recall the information explicitly, contained in a passage such as identifying explicitly stated main ideas, details, sequence, cause-effect relationship, and patterns.

b. Inferential comprehension

It means reading in order to find information, which is not explicitly stated in passage. This comprehend, the readers use his experience and intuition. This activity includes inferring main ideas, details, comparison, cause effect relationship which is not explicitly stated, drawing conclusions, or generalizations form a text, predicting outcome.

c. Evaluative comprehension

It means reading in order to compare information in a passage with the reader's own knowledge and values; for examples, distinguishing between facts and opinions, reacting to a text's content, characters, and use of language.

2.3 Narrative Text

2.3.1 Definition of Narrative Text

There are many kinds of the texts, one of them is narrative text. Based on Anderson (1997) narrative text is a text has a purpose to entertain the reader or listener. Anis Apriliawati (2012) states that narrative uses conflicts among the participants, either natural conflict, social conflict or psychological conflict. In some ways, a narrative text combines all these conflicts. Thus, commonly narrative text is found in story book. Narrative can be a fiction stories like tales.

According to Naufal, narrative also fiction story that contains unrealistic or unworldly elements and magical adventure. Mayers (2005) states that narrative one of the most powerful ways of communicating with others. A good written story lets the reader response to some events in your life as if it were own.

According to Anderson (1997), the purposes of narrative text:

- a. To transport the reader into an imaginary world
- b. To entertain and provide enjoyment
- c. To encourage thinking about reality and possibility
- d. To teach a life lesson
- e. To critically reflect upon action, value and moral

To sum up, narrative can be concluded as a text which is used to amuse or entertain the readers through its story. Narrative is an interesting kind of text. In reading comprehension, it must be easy for students to understand and comprehend narrative text. Although reading comprehension is the ability that is not easy to do, but by doing this activity continuously and adding the appropriate technique for students, it is not impossible for them to comprehend narrative text easily.

2.3.2 Generic Structure of Narrative Text

The generic structure of narrative text based on Anderson (1997) are orientation, complication, a sequence of events, resolution, and coda. The further explanation about those are as follow:

- a. *Orientation*, explains the opening paragraph where the characters are introduced, where and when the story take place.
- b. *Complication*, is a problem that the characters have in the story. The complication is pushed along by a serious of events during which we usually expect some sort of complication or problem to arise.
- c. *A sequence* of event, where the characters react to the complication
- d. *Resolution*, is about how the problem is solved. It includes their feeling and what they do
- e. *Coda*, is a comment or moral based on what has been learned from the story.

2.4 Story Grammar

2.4.1 Definition of Story Grammar

Reading narrative text can not be separated with the features and the structure of the story itself. Amer (1992) states that a story grammar represents the basic structure of narrative text. Beside, Mandler (1984) states that Story Grammar is the system of rules used for describing the consistent features found in narrative text. Rule, here, describes the story parts, arrangement of the parts, and how the parts are related.

According to Dymock (2007), Story Grammar identifies the fundamental elements in a story and depicts how these elements knit together to generate a well formed story. He believed that Story Grammar offers a complete framework for unfolding narrative text structure and it concludes that students having through understanding of the narrative structure showed better narrative comprehension. This is because the awareness of narrative structure helps students to predict the flow of stories which consequently facilitates the comprehension of narratives (Duchan, 2004).

In order to guide the students to comprehend the story, the teacher usually guides them by taking some question. There are some guiding questions based on Cooper (1989)

Contents	Explanation	Questions
Setting	Means the time and place in which it happens.	a. Where did the story happen? b. When did the story happen?
Characters	A character is a person, or sometimes even a animal, who takes part in the action of a story.	a. Who was the story about? b. Who were the people in the story?

		c. Who was the most important person in the story?
Problem	The problem same as conflict. It is a struggle between two people or thing in a story. The main character is usually one one side of the central conflict.	a. Did the people have a problem? b. What was the big problem in the story?
Action	Action means how the characters solve the problems.	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution	Resolution is when the problem in the story boils over, forcing the characters	How did the people solve the problem? How did the story end?
Theme	The theme is the central idea or belief in a story.	What lesson could we learn from the story?

2.4.2 The Advantages of Story Grammar

There are some advantages of Story Grammar. Mahmoud (2010) explained the benefits of Story Grammar strategy. *First*, it can be used at all level. *Second*, Story Grammar is not only can improve reading comprehension, but also can enhance students' vocabularies, writing, and imagination. *Third*, it can motivate students to be proud with their work. And the *fourth*, this strategy appropriate to be used for students who work individually, pair, group, or in the whole class discussion. It can be concluded that Story Grammar is very helpful.

2.4.3 The Procedure of Story Grammar

In this research, the researcher uses direct instruction to guide the students' comprehending the text. Amer (1992) states that direct instruction in story grammar involves helping learners to recognize the elements of narrative text and use these

elements to improve their comprehension of the story. The researcher adapted the steps of Story Grammar from Amer (1992) because this steps was simply and easily to implement. Teacher and students also enjoy in teaching learning process that it made the class more alive. This steps implement in the whilst teaching. There are steps of Story Grammar adapted from Amer (1992):

1. Teacher introduce students the concept of Story Grammar (setting, characters, problem, action, resolution and theme)
2. Discussing the text, teacher gives the text to the students and asks the students to discuss the text.
3. Guiding question session. Teacher guide students' comprehension by giving questions and discuss the structure of the story..
4. Retell the story. Finally, students try to retell the story with their own words based on the concept of Story Grammar.

2.5 Previous Study

There are many studies that have been conducted by some researchers which concerning with the improvements of reading comprehension especially for Story Grammar instruction. Here, the researcher explains the study that has been guide her to make this research.

First, Ahmed Mahmoud and Ayman Nazzal had done an observation in 2005 by the title *The Effect of Using Story Grammar on the Students' Achievements*. The objective of this research was to investigate the positive effects of applying Story

Grammar as a teaching strategy on students' reading performance. The subject of this study was all of the male and female students of the Methodology Department (English Methods) at An Najah National University in academic year 2004/2005. This research was compare between two methods of reading instruction, those were traditional method for control group and story grammar method for experimental group. The researcher used paired sample t-test to show the changes in those two groups. The result showed that there was a significant difference between the two groups in favor of experimental group due to the application of story grammar as an effective strategy in teaching. Based on that positive result found, it was a highly recommended to consider this strategy as essential component that being used to teach EFL and ESL classes.

Second, Joseph Dimino, Russell Gersten, Douglas Carnine, Geneva Blake (2012) also conducting the research about story grammar entitled *Story Grammar: An Approach for Promoting At-Risk Secondary Students' Comprehension of Literature*. This research compared two methods, traditional instruction and interactive comprehension strategy based on schema theory and story grammar. Schema theory and story grammar focused on identifying the important story grammar elements. The results indicated that students who had story grammar instruction performed significantly better than basal, story grammar, and theme questions, and on written retells, than students who had traditional instruction.

Third, the observation was done by Aly A. Amer (1992). The title of the observation was *The Effect of Story Grammar Instruction on EFL Students'*

Comprehension of Narrative Text. In this study the subject was EFL sixth grade students'. It defined into two groups, experimental group which consist of 37 students and control group which consist of 33 students. Experimental group were taught by the teacher who had been trained by the researcher with story grammar instruction and control group were taught with traditional method. In the first session was used to introduce students to the concept of story grammar (setting, characters, problem, action, resolution, and theme). After this session, each episode of the main story was introduced in one session. The result showed, from pre-test and post-test, the experimental group were outperformed the control group in both test. The finding indicated that direct instruction in story grammar seems to help the students increase their reading comprehension of narrative text.

Fourth, the research was done by Yemima Alberti entitle *Improving Students' Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Eight Grade of SMPN 1 Pondok Kelapa Bengkulu Tengah* (2014). It was an classroom action research design. The subject of this research consisted of 30 students. In this research, the researcher used qualitative and quantitative data to see the improvement of reading comprehension and the factors influence the changes of students reading comprehension. Based on the research analysis, the researcher found that the students who passed the standard score improved from 30% in the preliminary data to 73,33% at the end of the research. It means that Story Grammar improves students' reading comprehension that was influenced by students' factors

(attention, interest, and participation) and teacher's factors (choosing the material and classroom management).

From those four previous studies, the researcher use similar strategy in implementing Story Grammar strategy to improve students' reading comprehension.

The instruments used also the same. There are pre test and post test, field note, and observation sheet. Every study also has differences with other studies although have similar strategy and instrument. As in this study, the researcher needs 6 meetings to conduct the study which includes pre- test, applying the strategy (second-fifth meeting), and post- test. The topic in this research are fable, fairy tale, and legend. Besides, the procedures of this research, the researcher adapted from Amer's strategy. The first meeting, the students will work individually and try to grow students' ability and motivation. The second and third meeting, the students will work a group.