CHAPTER II

THEORITICAL FRAMEWORK

A. READING

1. Understanding of Reading

Reading is a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. According to Linse, Reading is a set of skills that involves making sense and deriving meaning from the printed word.[1] It means when the reader sees the text, he/she tries to get the information in the text.

According to Blackowicz and Ogle, reading is a process where the reader gets the information from books, newspaper, manuals, advertisements, and so on.[2] Those are the medium that can be used to get the information. Moreillon stated that reading means understanding the text.[3] It can be inferred that when the readers read, they tried to get what the authors message from the text which they had written.

Grabe also said that reading means comprehension process that asked the reader to understand the information which the author is

---

[1] Caroline T. Linse, *Practical English Language Teaching Young Learners,* (New York:McGraw-Hill ESL/ELT: 2005).p.69.

[2] Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, 2 nd Ed., (New York: The Guilford Press, 2008), p. 15.

[3] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p. 10.

trying to deliver to his/her writing. [4]From those explanations can be concluded that reading is an activity to understand the idea which the author tries to deliver in the writing.

Furthermore, there are some medium that can be used to gain th more knowledge by reading such as book, newspaper, magazine and so on. By reading them, the readers will get the new knowledge or gain the more knowledge.

2. The Understanding of Reading Comprehension

Reading is an activity in order to get information and understand the writing text. According to Klingner, et al., reading comprehension as a complex process to get meaning from the author including word meaning, word knowledge, and fluency.[5]It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

He also added reading comprehension is not only the reader response to the author's meaning but multicomplex process to involve many interactions between the reader and what they comprehend from the text.[6] Is not only to understand the text or reading passage but also to interpret, to problem-solve, to visualize, to hypothesize, to observe, to report, to organize data, to follow

---

[4] William Grabe, *Reading in a Second Language Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 14.

[5]Jannete K. Kligner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilfford, 2007), p. 2.

[6]Jannete K. Kligner,et al., *Teaching Reading Comprehension to Students with Learning Difficulties*,p.8

directions, to draw conclusion, and to predict outcomes based on the text.

From definition about we could know that comprehension is multi-process that using high-order thinking to add the knowledge together which has got to be the reader's own comprehension.

According to Namara, generally comprehension is an interaction between reader's previous knowledge and their knowledge after reading the text.[7] Comprehension includes recognizing and understanding a main idea and related to the detail.

Furthermore, there are several comprehension factors that influence students reading comprehension, those are:

a. Background knowledge
b. Vocabulary mastery
c. Fluency
d. Comprehension strategies
e. Comprehension skills
f. Motivation
g. Genres
h. Text Structures
i. Text Features. [8]

Those dimensions of reading which had been mentioned above are factors that influence reader's comprehension. From those concepts above, it can be known that reading comprehension is a

---

[7]Daniel Mc. Namara, *Reading Comprehension Strategies*, (New York: Lawrence Erlbaum Associates, 2010), p. 28.

[8]Reading Comprehension Factors, an Imprint of Pearson Education Inc., 2010.

multiprocess since in the reading comprehension the reader is not only read the text but the reader must make an organized way between the knowledge which they just know and they have already known.

3. Strategies in Reading Comprehension

There are several strategies in reading comprehension that can be used by the students when they are reading the texts. According to Moreillon, reading comprehension strategies is a medium that can help students to read the text.[9] It means that when the students find difficulty on reading the text, these strategies could help them to make reading text be easier.

Duffy explained four strategies reading comprehension including Before you begin reading, As you begin reading, During reading and After reading.[10]

  a. Before-You-Begin Strategies

In this strategy, the students set the purpose before they read the text. By setting the purpose in the beginning, it will make students be more motivated and comprehend since they know what kind information that must be found.

  b. As-You-Begin-Strategies

---

[9] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.10.

[10] Gerald G. Duffy, *Explaining Reading*, 2nd Ed.,(New York: The Guilford Press, 2009), p. 19.

Predicting is the strategy relied upon most as you begin. Predictions can based on three kinds of prior knowledge, which are: prior knowledge about the purpose of the reading, prior knowledge about the topic, and prior knowledge about type of text.

c. During Reading

The second strategy is during reading. If the students found some problems when they are reading, they could use during reading strategy. The following steps are important during reading. The first is when the students found some words that they do not know, meanwhile they are not allowed to open the dictionary, they could guess the meaning of the word by looking at the word before and after the unknown word. Then, if the students did not know the conjunction which is used whether it is to show adding idea e.g., moreover, furthermore, further, to show contrasting idea e.g., on the contrary, on the other side, meanwhile, or to show giving conclusion e.g., it can be concluded that, all in all, the conclusion is, the students just keep reading and find the another clue in the next sentence. Last, sometimes the problem is a lost focus for why the material is being read in the first place, whereupon the students will stop and re-think how reading is to be used. When the students find those problems, the students just focus on reading and avoiding that can be obstacles.

d. After Reading

According to Tankersley, in after reading, the students are asked to focus on showing their understanding and connecting their new knowledge to prior knowledge.[11]It means connecting the process among before, during, and after reading activity, it can help the students in understanding the text and the students are actively involving in reading.

4. Purpose of Reading

Everyone has a purpose for every action that they take. Even something like reading is an action that someone has willfully chosen. The purposes of reading are various from one to another. The purpose of reading is also to help the readers achieve some clear information and also for communicating. When people decide to read, they may have some purposes in their head. For example, they read magazine and start to read the head line of the news, they will look for what they interested in. Unconsciously, people do skimming and scanning to find what they require to read. Moreover, when people read a book that they love, they would read it from the beginning until the end of story because they find it interesting. Those are several examples of purpose in reading.

---

[11] Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p. 110.

According to Grabe and Stoller, there are some purposes of reading which are explained as follow:[12]

a) Reading to search simple information

This is the purpose that people usually find when they need to read. Reading to search for information is a process aimed to have specific information by scanning through the sentences and words related to the searched of information without reading every sentence of the text.

b) Reading to skim quickly

This purpose is similar to reading to search simple information. In this purpose, the readers guess where the information of the text they need are supposed to be, then they read the part of the text that they find until they have the main idea of what they read.

c) Reading to learn from texts

Reading to learn from texts usually happens in academic and professional situation. The process of this purpose is usually taking longer time than reading to search for information and to skim quickly, because it needs reader to have more complex ability to observe a deeper understanding and often need repetition to remember every single detail information from the text.

---

[12] William Grabe and Federicka L. Stoller, *Teaching and Researching Reading*. Second Edition. (England: Pearson Education, 2002) p. 6-10

d) Reading to integrate information, write and critique texts

This purpose usually also happens in academic and professional situation. As the title, the reader reads the text to write some information from the text that they have, then they integrate the information also critique the text that they read. Both reading to write and reading to critique require ability to select, critique and compose information from the text.

e) Reading for general information

Gaining general comprehension of the text is the most basic purpose of reading. General reading comprehension is actually more complex than what people may think which requires more understanding to the whole big ideas instead of understanding one or two specific ideas in the text.

5. Types of Reading

Generally reading is divided into two types, there are intensive and extensive. Every type has different definition and characteristic. The definition of each type is defined as follows:

a. Intensive Reading

Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Brown explained that intensive reading is reading that focus on surface structure such as grammatical forms, meaning

and so on. [13]Furthermore, according Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance.[14]In intensive reading, the teacher guides the students to read the text to tell about the grammatical form or the meaning of the word. In this reading, the students read the text and get the specific detail related to the text. Intensive reading where thestudent is expected to read reading passage and to understand every part of it.

There are several characteristics of intensive reading. The first is intensive reading helps the students to develop their active vocabularies. The second is in intensive reading the teacher as a main role. It is because the teacher as a guide so that he/she has a main role. The third, it develops linguistic items.The forth is intensive reading means reading aloud. The students pronounce what they are reading. Last not least, in intensive reading, intonation and rhythm are connected.[15]Based on explanations above, it can be concluded that intensive reading is a kind of reading which emphasized on deep understanding. The students are intended can find the detail of information which they got from reading.

---

[13]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed, (New York: Wesley Longman Inc., 2001), p. 312.

[14]M. F. Patel and Praveen M. Jain, *English Language Teaching* (Methods, Tools, Strategies), (Jaipur: Sunrise Publishers & Distributors, 2008), p. 117.

[15]M. F. Patel and Praveen M. Jain, *English Language Teaching*p.119

b. Extensive Reading

Nation explains that Extensive reading is a form of learning from meaning-focused input.[16]Extensive reading is aimed to build students enjoyment in reading. The students could read confidently without look up the dictionary to find the difficult words as long as they understand the idea which is in the book.

Moreover, Patel and Praveen also mention another purpose of extensive reading that is to ask students to read directly and fluently in target language.[17]They also said that extensive reading does not need teacher's guidance. It means when the students do extensive reading, the teacher can be only a facilitator to care for them whether or not they understand, If they do not understand the idea of the text, reading passage, or book when they are reading the teacher could help them. Extensive reading is always done for the comprehension, not for specific details.

There are few characteristics of extensive reading.[18] The first, it could help students to develop to active vocabulary. The active vocabularies could be acquired by every word which is read by the students. The second, extensive reading is silent reading. It means when the students reading the text, they do not

---

[16]I.S.P.Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge: 2007).p.50

[17]M. F. Patel and Praveen M. Jain, *English Language Teaching*p. 119.

[18]M. F. Patel and Praveen M. Jain, *English Language Teaching* p. 120.

pronounce it. Next, in extensive reading the subject matter is emphasized.

In addition, in the extensive reading the learners play main role because their understanding is based on them. Then, the idea can be developed through reading habit. From all concepts above, we could know that in extensive reading, the students develop their reading habit and add their knowledge. The students could read the text as long as they can since the purpose of extensive reading is to develop students reading habit. They could read the text without looking up the dictionary to find difficult meaning.

From both types of reading above, it can be known that intensive reading is tent to focus on the accuracy of surface detail of the text, such as grammatical form. Furthermore, it usually uses short text and needs teacher's guide. Meanwhile, extensive reading is related to enjoyment. The students read the text only for their pleasure. The students do not need to find the meaning on dictionary as far as they understand information in the book.

6. Assessing Reading

According to Brown there are several designing assessment task in assessing reading. [19]They are:

---

[19] H.douglas brown, *language assessment principle and classroom practice*, (NewYork: San Fransisco State University, 2004).p.185

1. Designing assessment tasks: perceptive reading

Assessment of basic reading skills may be carried out in a number of different ways.

a. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

b. Written response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing.

c. Multiple choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answer. Other formats, some of which are especially useful at the low level of reading, include same/different, circle the answer, true/false choose the letter, and matching.

2. Designing assessment tasks: selective reading

Some of the possible tasks you can use to asses lexical and grammatical aspect of reading ability.

a. Multiple choice (for form –focused criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for reason of practicality. It is easy to administer and can be scored quickly.

b. Matching task

At this selective level of reading, the test taker's is simply to respond correctly, which makes matching an appropriate format.

c. Editing task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

d. Picture-Cued Tasks

In the previous section we looked at picture-cued tasks for perspective recognition of symbols and words.

3. Designing assessment task: interactive reading

Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up.

a. Cloze tasks

The word cloze was coined by the educational psychologists to capture the Gestalt psychological concept of closure, that is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

B. Narrative Text

1. The Understanding of Narrative Text

Narrative is a text in which a narrative agent tells a story.[20]It means that narrative text is the text which tells sequence of story that can be realistic, fantastic or both. According to Dymock, generally the story tells about what happend in the story, who did it, what to whom and why.[21] From those explanations above can be known that narrative text is a text that tell story which start from the beginning to the ending.

Moreover, narrative text also tells about the characters in the story, the event in the story, and the reason why the event happened. A story is a content of the text that tells about ups and downs events which is occurring or experiencing by the character.[22]

---

[20]Angela Carrasquillo, et al., *Beyond the Beginnings (Literacy Interventions for Upper Elementary English Language Learner)*, (Great Britain: Cromwell Press Ltd., 2004), p. 74.

[21] Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Awareness,* International Reading Association, 2007, p. 161.

[22]Mieke Bal, *Narratology* (Introduction to the Theory of Narrative), 2nd Ed., (Canada: University of Toronto Inc., 2009), p. 16

It tells that narrative text is a text which tells a story and the story is telling about events which happen to the character.

2. Language Features of Narrative Text

There are some language features that usually used in narrative text.[23] The first, the narrative can be presented in the spoken or written from, such as Malin Kundang legend in the story book or Cinderella story in the movie. Next, it also usually presented through images or multimedia, for instance, images, video or audio. Then, the narrative text can be written in first or third person. The first person is like I knew the voice, and the third person is like he learnt it all day long.

Furthermore, narrative text is always written or told in past tense form, such as, she got an idea or he woke up late. Narrative text also has chronological order which make it become good story which start from the beginning to the ending. e.g., Once upon a time there lived a beautiful Javanese princess (beginning), One day, there was a handsome man killed and defeated her father (middle), At once the princess turned into statue and people called it Prambanan temple (ending). Also, narrative has typical story with usually contrast, e.g., story about the hero and the villain, or the story about the fairy and the witch.

Moreover, the typical characters, settings, and events are used in each genre. Last not least, connectives are used in the narrative including time signal e.g., later that day, once upon a time, the

---

[23]The National Strategies: Primary Support for Writing Fiction, p. 1—2.

setting e.g., meanwhile back to at the cave, on the other side of forest.

From those explanation above the writer could take a conclusion that there is language or grammatical features which usually used in narrative text, such as, using past tense, using temporal chronological time is like once upon a time, the tense changes in a dialog, usually in dialogue in a narrative text use simple present, a text can be written in a first or third person and so on.

3. The Element of Narrative text

In narrative text, there are certain element that should exist as follows:

a. Setting: It usually consists of time and place of the story. Authors often write the description of landscape, scenery, building, season or weather to provide a strong sense of setting

b. Character: In this element, the story consists of person or even animals who take a part of the story.

c. The Conflict (Problem): It is about the struggle between two people or things. The main character is usually on one side of the central conflict.

d. The Plot (Events): The systematic chain of events which make up the story. Each link in the chain helps to build suspense and to solve a problem.

e. The Solution: The ending of the problem or the way to outcome the problem of the story. It can be happy ending or sad ending.

 f. The Theme: the theme is the controlling idea or belief of the story. It gives a basic meaning to a literary work. Generally, a theme is inferred from the other elements in the short story and often evolves through the conflict experienced by the main character.[24]

4. Generic Structures of Narrative Text

In a narrative text, there are generic structures which arrange the paragraph become good narrative text.[25]

a. Orientation

It is about the opening of paragraph which contains of introducing characteristic and commonly tells about what is the story about, where the story happened, who the character of the story is and when the story begins.

b. Complication

It is about the problems of the story began and developed. It usually has more than one paragraph.

c. Resolution

---

[24]Salem Saleh Khalaf Ibnian, *The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL*, English Language Teaching. Vol. 3, 2010. p. 182.

[25]Targeting Text (Singapore: Green Giant Press, 2006), p. 4.

It is where the conflict of the story ends. It can be happy ending or sad ending.

c. Coda provides a comment or moral based on what has been learned from the story (an optional step).

This is the example of narrative text, as follows:

Beauty and the Beast

Orientation	Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard working. She always helped her father on the farm.
Complication	One day, her father set out for the city. He saw an old castle and went it. No one was in, but there was food on the table. Then, he walked around the castle. He picked a rose from garden for Beauty. Suddenly, an angry beast appeared. He got very angry because the man picked his flower. He wanted to kill Beauty's father unless Beauty brought to him. Beauty's father told her daughters what had happened. Beauty's sisters told her to see the beast. Beauty want to see the beast and had to stay at the castle. She felt scared, lonely, and sad. She tried to run away, but was stopped by the beast. The beast treated

	Beauty well and soon, she began to like him.
Resolution	One day, through the beast's magic mirror, Beauty saw that her father was sick. The beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the beast was sick. Beauty hurried back and saw the beast dying. She began to cry. Tears fell into the beast. Suddenly, the beast changed into a handsome prince. Beauty and the beast got married and lived happily ever after.
coda re-orientation	Be a good person and we will live happily.

To sum up, narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for better construction. Narrative sounds an interesting kind of text. In line with 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 in every single leisure time and adding by appropriate technique for students, it is not possible for them to comprehend narrative text easily.

C. Story Grammar Strategy

Story Grammar Strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino (1990), Story Grammar strategy is a framework to help the students in analyzing the main character, setting, problem, events, solution, and assist students to outline the story.[26]By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. Amer state A Story grammar is the system of rules used for describing the consistent feature found in Narrative text.[27]Story Grammar Strategy is a reading comprehension strategy can be used as a foundation to answer the questions related to the story (Dimino et. al 1990).

There are six steps of applying Story Grammar Strategy. According to Short (1984), the steps are develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching learning

---

[26]J. Dimino, et.al, "*Story grammar: An approach for Promoting at-Risk Secondary Students' Comprehension of Literature*." The Elementary School Journal, 1990. 91(1), 19-32.

[27]Ali A. Amer, "*The Effect of Story Grammar Instruction on EFL Students' Comprehension of Narrative Text*." Reading in a Foreign Language,8(2),1992.

activities and media based on his/her creativity. [28]So, the strategy will give motivation the students to learn reading the text better.

The teacher can start to develop and active background knowledge of the students by showing a picture related the story and asking some questions related the topic. The teacher shows the format of the Story Grammar on a whiteboard, explains the using of Story Grammar to the students explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher ask the students to read a narrative story, the story depends on students level. After reading the story, the teacher asks the students to construct their own story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using picture or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the question related the story using the information in Story Grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

Direct instruction story grammar involves helping students to learn to recognize the elements of narrative text and use this

---

[28]Short, E.J., & Ryan, E.B. (1984). *Metacognitive differences between skilled and less skilled readers: Remediating deficits through story grammar and attribution training*. Journal of Educational Psychology, 76, 225-235.

element to improve their comprehension of the story. A strategy teachers may use involves dividing the story into meaningful episodes and developing comprehension questions they will ask in guide silent reading and discussion. Such question will cause students to focus on relevant elements in the story. Research has shown that asking question that focus on the story line leads to improved student comprehension of the story. Teacher ask students to read , at home, the part that form an episode and provide them with guiding question that bring out the elements of the story grammar. In the classroom, the students are asking to read silently the part of the episode which draws their attention to the story grammar.

This is followed by answering the guiding question and discussing the structure of the episode. The guiding maybe similar to the following.[29]

Setting	Where did the story happen?
	When did the story happen?
Characters	Who was the story about?
	Who were the people in the story?
	Who was the most important person in the story?
Problem	Did the people have a problem?
	What was the big that the story was about?

---

[29]Aly A.Amer, Reading in a Foreign Language,1992.

Action	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution	How did the people solve the problem? How did the story end?
Theme	What lesson could we learn from the story?

D. Conceptual framework

From those definitions, it can be known that reading comprehension is related to the activity to understand the information which is got from printed text and combine it into reader's previous knowledge. There are several factors that influence students' reading comprehension, such as, students' background, students' vocabulary mastery, and students' ability to save the knowledge into their memory. Narrative text is text that purpose is to entertain or amuse the readers. There are generic structures in narrative text that is orientation, complication, and resolution. Story grammar strategy is a graphic of story elements. Story grammar strategy elements and narrative text generic structures have similarity. Thus, the writer thought it can be effective to teach students reading comprehension of narrative text by using story grammar strategy since both are telling about the story. It is also in line with other researchers who found that story grammar could improve students' reading comprehension of narrative text. Furthermore, since narrative text tells the fictive

story, it would make students become more interested in reading the text. The students would use their imagination to think about the story in their minds. By using story grammar strategy, the students not only use their imagination, but also use their concentration to link one element to another element of story grammar strategy. Hence, it will help students to comprehend the narrative text. At the end of activity, the students are expected to get better reading comprehension and strengthen their memory in visualizing the story.