

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading Comprehension**

##### **1. Definition of Reading**

Reading as one of the four language skill, in reading activity, that focus more on reading skills than the reading theories themselves. Every language teacher should be aware and understand really that reading is a method that can be used to communicate with ourselves and sometimes with others that is to communicate the meaning contained or implied in written symbols. Reading can also be regarded as a process to understanding the implicit in the explicit, such as understand the meaning contained in the written word. The meaning of the reading does not lie on the written page but is in the mind of the reader. So that meaning will change, because each reader has different experiences that are used as a tool to interpret the words.

Based on Caroline and David Nunan reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>1</sup> The reader and the author have communicated with the language of writing and also the reader will gain new information and knowledge from the text.

According to Harmer “Reading is useful for language acquisition. Provided that students more or less understand what

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<sup>1</sup> Caroline T. Linse & David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill, 2005), 69.

they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provide good models for English writing."<sup>2</sup> So, after reading process, the reader is not only can understand but also can interpret the text content by using his own word either written or spoken. For a good reader, this process happens once reading.

It can be concluded that reading is a process of decoding the written symbols, pronounce the words, and understanding the text contain. For beginner, reading is a process of decoding the symbols and pronouncing the words. And for a good reader, reading is a process of understanding and interpreting of the text that he has read. Reading is an active process. The reader not only receive the information written but also he should able to interpret it by using their own language either written or spoken. So, the reader became a new being after they have read the text.

## **2. Definition of Reading Comprehension**

Caroline said the aim of reading is comprehension. Reading comprehension refers to reding for meaning, understanding, and entertainment.<sup>3</sup> While Danielle said comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information

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<sup>2</sup> Jeremy Harmer, *How to Teach English* (England: Pearson ELT, 2007), 99.

<sup>3</sup> Caroline T. Linse & David Nunan, *Practical English Language Teaching Young Learners*, 71.

and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.<sup>4</sup>

Furthermore, Grabe & Stoller defined comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding.<sup>5</sup> Catherine snow stated comprehension entail three elements such as the reader, the text and the activity. The reader who is doing the comprehending. The text is that is to be comprehended. And the activity in which comprehension is a part.<sup>6</sup> While Danielle said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>7</sup> Its mean that reading comprehension is not only a process of knowing the meaning of words also a process of catching the idea of the text that the writer intended to say. Without all of these skills, one cannot comprehend properly and, therefore, not read properly.

Kristi defined comprehension is related to several word-level, text-level, and memory skills as well as to one's background knowledge and to structural features of the text

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<sup>4</sup> Danielle McNamara. *Reading Comprehension Strategy: Theories, Intervention, and Technology* (New York: LEA, 2007), 28.

<sup>5</sup> William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education Limited, 2002), 8.

<sup>6</sup> Catherine Snow. *Reading for understanding: toward a research and development program in reading comprehension* (Santa Monica: RAND Education, 2002), 11.

<sup>7</sup> Danielle McNamara. *Reading Comprehension Strategy: Theories, Intervention, and Technology*, 29.

itself.<sup>8</sup> Klinger and Geisher stated Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including “decoding, word reading, and fluency along with the integration of background knowledge and previous experiences”.<sup>9</sup>

Referring to the statement above, it can be concluded that reading comprehension means the students must read the text and interact the printed on written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

### **3. The Processes of Reading Comprehension**

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

#### **a. Bottom-up processing**

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must

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<sup>8</sup> Kristi L. Santi, *Improving reading comprehension of Middle and High School Students* (New York: Springer, 2015), 5.

<sup>9</sup> Klinger, J. K., & Geisler. *Helping classroom reading teachers distinguish between language acquisition and learning disabilities* (Thousand Oaks: CA: Corwin, 2008), 57-74.

recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.<sup>10</sup> It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text. The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says. It means that the reader both

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<sup>10</sup>H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (White Plains: Pearson Education Company, 2001), 229.

recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

#### **4. The Types of Reading Skill**

According to Grellet, the main ways of reading are as follows: Skimming, scanning, extensive reading, and intensive reading.<sup>11</sup> Skimming is the way of reading to get general understanding and scanning is the way of reading to get specific information. Extensive reading is the reading activity that is done outside the classroom and intensive reading is the reading activity that is done in the classroom.

Nation stated that, "Intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text,

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<sup>11</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 4.

sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure as long as it is only a part of the reading program and is complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.”<sup>12</sup> In conclusion, intensive reading is how the reader can understand the detail information and the teacher guides the students in understanding the text.

Nation also stated that, “Extensive reading is a form of learning from meaning-focused input. Extensive reading can occur within class time or outside class time. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.”<sup>13</sup> So, extensive reading is done out of the teaching and learning process that happen in the class. It can be done in everywhere.

In conclusion, intensive reading is related to the scanning technique. Its purpose is to find specific information by the teacher’s guide. It means, intensive can be done in the classroom or when the teaching of learning process. And Extensive reading related to the skimming technique. its purpose is to find general understanding. The reader can use this technique outside of the classroom or without the teacher’s

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<sup>12</sup> I. S. P. Nation, *Teaching ESL/EFL reading and writing* (New York: Routledge, 2009), 25.

<sup>13</sup> I. S. P. Nation, *Teaching ESL/EFL reading and writing*, 50.

help. Whether scanning or skimming technique, it can be practiced in teaching and learning reading process.

## **5. Purpose of Reading**

People read because they have purpose. The purpose in reading is not only to get an information but also to have enjoyment while reading. And every student has their own purpose for reading. Some of them consider reading as a facility to get information. Some others have goal to get entertainment and pleasure. Whatever their purpose of reading, students always need information, knowledge to put in their mind. Here the several reading purpose according to Caroline and David Nunan. They Stated:

- 1) Reading for Pleasure is a notion that can be misleading, especially in a context of literacy. Reading for pleasure is such as narrative, novel, comics, and so on.
- 2) Reading for information is the skill of reading and understanding common workplace documents. Use the natural curiosity of children to introduce your child to the world of knowledge inside books. Reading for information can also give children pleasure.<sup>14</sup>

Moreover, Grallet divided the purpose of reading into two general purposes, he explained that “reading for pleasure and reading for information (in order to find out something or in

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<sup>14</sup> Caroline T. Linse & David Nunan, *Practical English Language Teaching Young Learners*, 72.



order to do something with the information you get)”.<sup>15</sup> So, even though the reader reads comic or novel just for spending time, the reading process still has a purpose. In this case, the purpose of reading is to waste a time or for pleasure. It is different when the reader reads a textbook or recipe. The reader reads this text because she needs information. In this case, the purpose of reading is to get information.

Other expert from Naf'an Torihoran & Miftahul Rachmat they stated the purposes of reading into four purposes such as reading for pleasure, reading for general impression, reading for organizing and study, and reading for learning content or procedure.<sup>16</sup> In the first place Grabe and Stoller suggests some purposes of reading:

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from texts
- 4) Reading to integrate information
- 5) Reading to write (or search for information needed for writing)
- 6) Reading to critique texts
- 7) Reading for general comprehension<sup>17</sup>

To sum up, specifically, purpose of reading is divided into two: reading for information and reading for pleasure. In

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<sup>15</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 4.

<sup>16</sup> Naf'an Torihoran & Miftahul Rachmat. *Reading: Reading Basic Skill 1* (Serang: Loquen Press, 2012), 6.

<sup>17</sup> William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education Limited, 2002), 6.

getting the information, People can read book, article, newspaper, essay, letter, and journal. And for pleasure, people can read novel, magazine, and comic. The purpose of reading is affecting the reader in reading a text. So, the reader needs different skill in different purpose.

It means that the purpose of reading is related to reader reads the text. If the purpose of the reader is to find specific information such as the telephone number, the reader uses scanning technique. And if the purpose of the reader is to find general idea from the article, the reader uses skimming technique. Then, learning structure, pronunciation, or learning other subjects also become a purpose in reading something. By reading, people will get the ideas, fact, or enjoyment. In another word, learning foreign language is a purpose of why people read the English text.

## **6. Assessing of Reading Comprehension**

Brown say, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.<sup>18</sup>

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<sup>18</sup> Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (Pearson Education, 2004), 241

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.<sup>19</sup>

### 1. Main Idea.

Segretto (2002: 12) states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

### 2. Specific Information

Supporting details are the facts and ideas that explain or show the topic sentence or main idea. It is supported by McWhorter (1986: 36) which states that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

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<sup>19</sup> Rima Priska Andriyani, “*Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert*,” (a script, Lampung University, 2016), p.14

### 3. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

### 4. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

### 5. Vocabulary

According to Marchado (2012: 56) a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

## **B. Graphic Organizer**

### **1. Graphic Organizer**

According to National Center on Accessing the General Curriculum (NCAGC) a graphic organizer can be defined as “a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task.”<sup>20</sup>

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<sup>20</sup> Elizabeth Buckhold, *Graphic Organizers* (November, 2008), 1

Katherine defined graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.<sup>21</sup> And other definition from Linda, Keren and Marcia stated that "Graphic organizers are wonderful strategies to get students actively involved in their learning. Because graphic organizers include both words and visual image, there are effective with a wide variety of learners, including ESL, gifted, and special-needs students."<sup>22</sup>

Ellis identifies three benefits of using graphic organizers.<sup>23</sup> First, graphic organizers make content easier to understand and learn. Graphic organizers also help students separate important information from what might be interesting but not essential information. Second, graphic organizers decrease the necessary semantic information processing skills required to learn the material. By making the organization of content information easier to understand, graphic organizers allow material to be addressed at more sophisticated levels. Finally, students who use graphic organizers may become more strategic learners. An individual's approach to a task is called a strategy. Strategies include how a person thinks and acts when

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<sup>21</sup> Katherine S, *The Teacher's Big Book of Graphic Organizers* (United States: Jossey-Bass, 2010), 1.

<sup>22</sup> Linda Irwi-DeVitis, Keren Bromley, and Marcia Modlo *Graphic Organizers for Reading, Writing, and More Teaching Resources* (New York: Broadway, 1999), 6.

<sup>23</sup> Edwin Ellis. *The Theoretical and Empirical Basis for Graphic Organizer Instruction* (The University of Alabama, 2008), 3.

planning, executing, and evaluating a task and its subsequent outcomes. When the organization of a topic becomes apparent, reading and writing skill, communication skills, analytical skills as well as creative skills are subject to improve with the use of graphic organizers.

From the definitions above, it can be concluded that graphic organizers provide teachers with tools to help students on the road to higher achievement in their reading comprehension skills. And graphic organizers that target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text.

## **2. The Reasons Using Graphic Organizers**

Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

According to book *The use of Graphic Organizers*, the reasons using graphic organizers, they are:<sup>24</sup>

### **1) Tools for critical and creative thinking**

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<sup>24</sup> *The use of Graphic Organizers to Enhance Thinking Skill in the Learning of Economic* [http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use\\_of\\_graphic\\_organizers.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use_of_graphic_organizers.pdf)

Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

2) Tools for organizing information

Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

3) Tools for understanding information and relationships

Graphic organizers serve as mental tools to help the students understand and retain important information and relationships.

4) Tools for depicting knowledge and understanding

Graphic organizers provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word.

5) Tools for self-learning

Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review.

### **C. Inference Prompter Chart**

## 1. Definition of Inference Prompter Chart

Inference Prompter Chart is one of the graphic organizer that students will develop the following reading strategies to making predicting and making inferences. This chart can be used into social studies, English and science.<sup>25</sup>

Strategies, such as inferring, asking questions, and making predictions, can be introduced in kindergarten and developed throughout high school. With practice, readers learn to control which strategies should be used at which times based on the purpose for reading and students' reading ability.

Teaching inference strategy can be quite personally rewarding for both students and educators. Readers are often asked to interact with the literal meanings on the pages, but inference requires that each reader consider her own beliefs, values, and experiences before drawing conclusions.

According to Judi Moreillon "Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge."<sup>26</sup> It means, prediction is a statement about the future. It's a guess, sometimes based on facts or evidence, but not always. And prediction also it was based on instinct, a gut feeling telling what would happen next.

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<sup>25</sup> Katherine S, *The Teacher's Big Book of Graphic Organizers*, 154.

<sup>26</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), 76.



Judi also stated “Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions.”<sup>27</sup> It means, making inference is the process of drawing a conclusion from supporting evidence.

Inference is a complex skill and is included in many other types of reading strategies, such as asking questions, making connections, using context clues, predicting, and summarizing.<sup>28</sup> By asking questions, reader can set a purpose for reading or make sure they understood what they have read. Making connections reader put what they are reading into context by helping see the connections between the text and themselves, the world around them, and other things they have read or seen.

Using context clues that reader using the surrounding context to guess the meaning of an unknown word, phrase, or concept. Predicting the reader use their background knowledge and clues from the text to figure out what will happen next. And summarizing is the reader picking out and presenting the major points in a text in summary form.

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<sup>27</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*, 76.

<sup>28</sup> Michela Kopitski, “*Exploring The Teaching of Inference Skills*”, (A Capstone of Master of Arts, Hamline University, Saint Paul, Minnesota, 2007), 14.

### Example of Inference Prompter Chart

**INFERENCE  
PROMPTER**

Name \_\_\_\_\_  
Date \_\_\_\_\_

Details from the story	After reading I know . . .	Inference
	➔	

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## 2. Steps to use Inference Prompter Chart

Inference Charts encourage students to formulate questions prior to reading material. Frequently, the figuring requires readers to put “two and two together” and “read between the lines.” In other words, readers need to connect what they learned from reading with what they already know. When that happens, readers are able to make inferences. There are any steps to using inference prompter chart:<sup>29</sup>

- 1) Provide students with a high interest magazine or newspaper article and an Inference Chart.

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<sup>29</sup> June Prezler. On Target: Strategies to help *Readers Make Meaning through Inferences*. (Rapid City: Black Hills Special Service Cooperative, 2006), 20.

- 2) Model and practice with students by first looking at the photographs and title of the article.
- 3) Begin reading the text aloud to students, stopping to ask additional questions as you read.
- 4) After practicing the strategy together, move students toward working independently.
- 5) Encourage students to create or use an Inference Chart whenever they are reading texts that require them to make predictions and draw conclusions based on the text and their own experience.

### **3. Advantages of Inference Prompter Chart<sup>30</sup>**

There are some advantages of teaching reading Comprehension through inference prompter chart:

- a. Successful inferring leads to better overall comprehension.

When students can make inferences accurately, they are able to grasp the author's meaning and understand "the whole picture" of a text. Rather than simply decoding words, they can recognize an implication and draw it to

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<sup>30</sup> Beddebah haterulez, *Advantages of Making Inference in Reading*, 26 July 2012, <http://beddebah-haterulez.blogspot.com/2012/07/advantages-of-making-inferences-in-Reading.html?m=0>

its logical conclusion, resulting in fewer gaps in comprehension.

- b. Successful inferring leads to more engagement with text.  
Students who infer habitually and accurately are more engaged in the text. This helps them better identify with characters and relate to literature.
- c. Successful inferring makes sophisticated readers.  
Making inferences focuses students on looking beyond the events of a story and the text on the page. This “global view” can help can help students understand literary concepts such as character, theme, and figurative language.
- d. Successful inferring helps students be metacognitive.  
In teaching students to infer, teachers can help students think about their own thinking—how to apply their background knowledge and experience to draw reasonable conclusions in specific situations.
- e. Challenges in Teaching Inferring  
These challenges, and the teachers’ creative solutions to them, appear as a common thread throughout both the case studies and the study guide.

#### **4. Disadvantages of Inference Prompter Chart<sup>31</sup>**

There are some advantages of teaching reading Comprehension through inference prompter chart:

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<sup>31</sup> Dini Kurnia Nursepti, Study Reading Comprehension Achievement Between Those Taught Through Predictive Technique and Making Inference Technique, (A Script, English Education, Lampung University, Lampung, 2013) 24.

- a. This technique needs a little bit time consuming.
- b. b. The students might get bored and will be noisy if the teacher cannot handle the class well.
- c. The teacher needs a lot of energy and should be more active in the teaching learning activities in order to make the students more active during the lesson.
- d. Sometimes, the teaching learning activity was still dominated by the teacher and the clever student, so the others cannot be independent.

## **D. Narrative text**

### **1. Definition of Narrative Text**

According to David Herman, “Narrative is about problem solving, conflict, interpersonal relations, human experience, the temporality of existence.”<sup>32</sup> While Peter and Megan stated that “Narrative is a powerful medium for changing social opinion and attitudes.”<sup>33</sup> It means, Narrative is a paragraph that contains the exposure of an even that is arranged in a unity of time and usually in the event or in the occurrence, character experienced an important event. Something that character experienced or conflict between characters will become an interesting part in a narrative.

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<sup>32</sup> David Herman, *Narrative* (New York: Cambridge University Press, 2007), 24.

<sup>33</sup> Peter Knap & Megan Watkins, *Genre, Text, Grammar* (Australia: A University of New South Wales Press book, 2005), 220-221.

Moreover, Farris stated that “narrative text enable students to make connections as they read in three different ways. First, they may see similarities between the text and their own lives. A second connection is making links between the text they are presently reading and another text they have previously read. Lastly, students may see connections between the text and the real world”.<sup>34</sup>

In conclusion, narrative is a kind of text that related to the human life. It connects with the story or past event. By reading narrative text, students can learn something from the text and connect it with their daily activity, also they can practice their critical thinking because they can connect their experience with the story that they are reading.

## 2. Generic Structure of Narrative Text

Gerot and Wignell states that the steps for constructing a narrative are:<sup>35</sup>

- **Orientation:** sets the scene and introduces the participants. It’s about the opening paragraph where the characters of the story are introduced (introduces the characters, the story, the place and time).
- **Evaluation:** a stepping back to evaluate the plight.

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<sup>34</sup> Pamela J. Farris, Carol J. Fuhler, Maria P. Walther, *Teaching Reading: A Balanced Approach for Today’s Classroom*, (New York: The McGraw-Hill Companies, Inc. 2004), p. 492.

<sup>35</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory Workbook* (New South Wales: Gerd Stabler, 1994), 204.

- **Complication:** a crisis arises. Where the problems in the story develop (the emergence of conflict or problems among the characters).
- **Resolution:** the crisis is resolved, for better or for worse. Where the problems in the story is solved.
- **Re-orientation:** optional. Reaffirmation (phrases that show the story is over).

Furthermore, Derewianka show the steps for constructing a narrative text. They are:<sup>36</sup> such as (1) Orientation, the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happening. (2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serve to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to us that they are resolvable. (3) Resolution, in a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering ‘how is the end?’). In addition, Coffman and Reed

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<sup>36</sup> Beverly Derewianka. *Exploring How Texts Works* (London: Primary English Teaching Association, 1990), 32.

states that narrative has been described as having several common components including a setting, plot, resolution or story ending.<sup>37</sup>

Based on the statements above, it can be concluded that the generic structure of narrative texts is: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that the resolution is the end of a story.

## **E. Assumption and Hypothesis**

### **1. Assumption**

In this study, the researcher assumes that

- a. Narrative text is not yet learned by the second year students. But it can be assumed that students will easily understand about narrative text because this text is familiar with the students.
- b. The better inference prompter chart is applied; it is assumed that the easier students are able to master reading narrative text.

### **2. Hypothesis**

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<sup>37</sup> Coffman, Gerry A. and Reed, Melissa D. *The True Story of Narrative Text: From the Theory to Practice*. (Emphoria State University: Kansas, 2010).



The hypothesis of research is stated as follows:

- a. The alternative hypothesis ( $H_a$ )  
There is significant effect of inference prompter chart towards students' reading comprehension at the third grade of SMP Daarul Muttaqien Tangerang.
- b. There is no significant effect of inference prompter chart towards students' reading comprehension at third grade of SMP Daarul Muttaqien Tangerang.