

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

Reading is one of skills in language learning. Developing reading skill as an important part. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

In reading text, students often fine some difficult word that they do not know its meaning. In order to, before we translate the word, we must know or understand through comprehension so that they can describe their ideas or can give conclusion for English reading text through their comprehension.

1. Definition of Reading

Reading is one of the basic skills in learning a language. Reading is one of English skills that should be mastered by students, because it an activity done by people in order to get some information and to get the meaning from the text. Reading is also most important skill for most students of English throughout the world. Reading is one of four language skills developed in learning English. By reading, we know everything that occurred in the past, present and we are led to know the update information.

There are some definitions of reading according to some experts. According to Brian Tomlinson “reading is a complex operation which could involve many potential skills/strategies”¹. Neil J Anderson said in his book that “Reading is an active, fluent process which

¹ Brian Tomlinson, *Developing Material for Language Teaching*, (London: Cromwell Press, 2003), 348

involves the reader and reading material in building meaning”² and Frank Smith said in his book “Reading is extracting information from print”³. While Joan Robin and Irene Thompsen wrote in their book about “Reading is an active information-seeking process in which readers relate information in the text to what they already know”⁴. Eddie Williams says: “definition of reading is that it is a process whereby one looks at and understands what has been written”⁵ We know that when we are reading a text, it means that we are absorbing the writer’s to the reader’s mind.

Then the writer concludes that reading is a process that the reader does and used to get the message, which the writer wants to tell through the words or written language. Reading is very useful skill for the students in order to get information for their educations.

2. Teaching Reading

According to Jeremy harmer said, “teaching means to give someone knowledge or to instruct or train someone which that it means to show somebody how to do something or to change somebody’s ideas”⁶. It means that teaching is a process in giving knowledge, helping or directing someone to do something.

Showing or helping someone to do something is the goal of teaching as Brown state in his book that “teaching which is implied in

² Neil J. Anderson, *Exploring Language Reading: Issues and Strategies*, (Brigham University: Heinle&Heinle Publisher, 1999), p.1

³ Frank Smith, *Understanding Reading*, (London: Lawrence Erlbaum Associates, Publishers. 2004), 179

⁴ Joan Rubin and Irene Thompson, *How to be a More Successful Language Learner: Toward Learner Autonomy*, (Boston: Heinle and Heinle Publisher, 2007), 91

⁵ Eddie Williams, *Reading in the Language Classroom*, (London: Macmillan Publisher Ltd, 1993), 6

⁶ Jeremy harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2004), 56

the first definition of learning may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand".⁷ Teaching is one of the factors that cause someone to get knowledge. The other factor is learning. Teaching can not be separated from learning.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques.⁸

In teaching reading, the role of the teacher is important because they determine whether the reading lessons are successful or not. So, the teachers have to know how the role of technique in reading in order for their students to be good readers.

According to Clarke and Silberstein:

It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading... to encourage students to take risks, to guess, to ignore the impulses to be always correct.⁹

The teacher has the responsibility to push the students to have their own goal in learning and it is also the teacher's responsibility to push the students not to be afraid to take a risk, try to guess what they have learned and also to ignore their thoughts to be being the correct one or to make them think that what they have done has no to be correct.

⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco State University: Longman, 2000), 7

⁸ Douglas Brown, *Principles of Language Learning and Teaching*, 7

⁹Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (Oxford: Oxford University Press, 1948), 10

Smith stated there are five roles in technique of teaching reading they are:¹⁰

a. Helping students to read

The teacher as facilitator and promoter in reading activity helps and encourages the students in order that they participate in the reading lessons.

b. Providing a chance to learn

The student should be given an opportunity to read by themselves. They get the first chance to overcome some problems through reading text,¹¹ so that they understand what the problems in the text, then they can explain with their own words.

c. Teaching letters and words

In reading activity, the students find out letters and new words of the text. It is difficult to memorize new words of letters in the text. So, teacher has to know how to help the students remember new words and letters more easily using appropriate technique.

d. Discouraging the guess

Teacher should be able to increase the students motivation to read critically by predicting and identifying unfamiliar words where the students comprehend the reading material.

¹⁰Ascitedin Thesis of Ainy, *The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at 8th Grade Students of SMP Muhammadiyah 5 Surabaya*. (Surabaya: IAIN Sunan Ampel, 2011), 20

¹¹Ainy, *The Use of Pre Reading Activities to Increase Students' Reading Comprehension Achievement at 8th Grade Students of SMP Muhammadiyah 5 Surabaya...*, 21

e. Creating interesting and meaningful reading activities

The teacher has to make the good atmosphere in the classroom, because the students like something which can make them interested to follow. This is one of important thing to teach technique reading. If the students are interested, it can influence their reading comprehension.

3. Reading Comprehension

According to Frank Smith “comprehension is a kind of up-market synonym for understanding in discussion that are (or are intended to appear) technical and scientific”.¹² Reading comprehension is one of the pillars of the act of reading. Reading comprehension is the process of constructing meaning from the text.

The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. While Anderson says that reading comprehension is “The process of constructing meaning by coordinating a number of complex processes that include word reading, and word knowledge, and fluency”¹³

One of the most important factors in improving comprehension is that of having a purpose for reading.

When students read, they do it for following purposes:

1. To obtain information (facts, data, etc.)
2. To understand ideas or theories
3. To discover author’s view points

¹²Frank Smith, *Understanding Reading*, (London: Lawrence Erlbaum Associates, Publishers. 2004), 12

¹³Jenette K. Sharon and Alison Boardman, *Teaching Learning Strategies with Learning Difficulties*, (New York: The Guilford Press, 2007), 2

4. To seek evidence for their own point of view (and the quote) all of which may be needed for writing their essays.¹⁴

B. Story mapping

1. The definition of story mapping

Story mapping is a procedure which trains young students to recognize the basic framework of narrative stories in order to enhance their comprehension of text. Story mapping help readers to understand context of the text. “story mapping typically include brief information about characters, setting goal, even, and resolution”¹⁵.

The goal of reading lesson might be to examine the various pieces of a story in a less-directed manner. In this case, once a skill is taught, the student practice it within the current lesson and then use the skill in specified lesson throughout the year. “One such skill for digging into a story to examine its parts is story mapping. This is true for students who are struggling readers as well as accomplished”.¹⁶

The story mapping means “Story mapping shows how key elements of a story are organized. It heightens student’s awareness of story structure, enhances their critical reading skills, and improves their memory of story material”.¹⁷ And “A story map could be viewed as a visual depiction of the settings or the sequence of major events and actions of story characters with the aim of enabling students to relate story events and to perceive structure in literary selections”.¹⁸

¹⁴ Mark Sadosky, *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004), 68

¹⁵ Pamela J Farris, , *Teaching Reading: A Balanced approach for today’s classrooms*, (New York: The McGraw-Hill Companies, 2004), 345

¹⁶ Pamela J Farris, , *Teaching Reading: A Balanced approach for today’s classrooms*, 345

¹⁷ <http://www.deafed.net/publisheddocs/sub/96-08-h.htm> may 18th 2016

¹⁸ <http://eric.ed.gov/?q=definition+of+story+mapping&ft=on&id=EJ1081969> may 18th 2016

Story maps are important tools to teacher and students alike. When created as part of the process of preparing a reading lesson, teacher become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.

Based on the definition above, the writer concludes that story mapping strategy can improve students' reading comprehension skill in determining the main idea and understand English texts , especially the narrative text .

2. Purpose of Story Mapping

- a. To enhance students' interpretative abilities by enabling them to visualize story characters, evens and settings.
- b. To increase students' comprehension of selections by organizing and sequencing main story events.
- c. To develop students' sense of story which will assist storytelling.
- d. To increase students' awareness that the story characters and events are interrelated.¹⁹

3. Procedure of Story Mapping

The general procedure to follow when preparing a basic story mapping includes the following steps²⁰:

- a. Read the story, write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
- b. Place the title, the or topic of the story in the center of the graphic story map in predominant bubble.

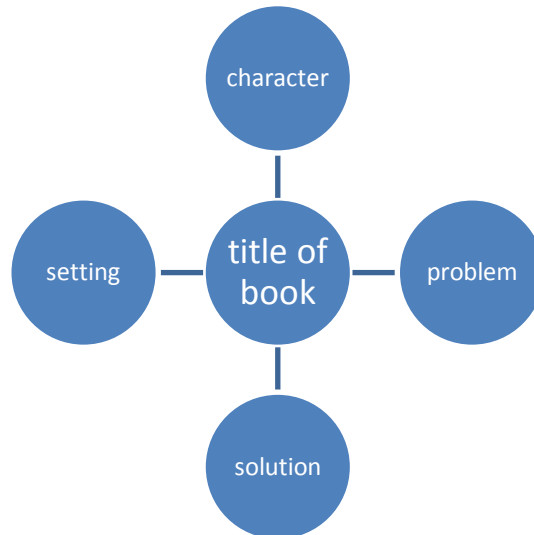
¹⁹ Saskaton Public Schools ©2004-2009 [http://olc.spsd.sk.ca/de/pd/instr/strats/story mapping](http://olc.spsd.sk.ca/de/pd/instr/strats/story_mapping) September 04th 2016

²⁰ Pamela J Farris, , *Teaching Reading: A Balanced approach for today's classrooms*, (New York: The McGraw-Hill Companies,2004), 346

- c. For the graphic organizer, draws enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these in chronological order, moving clockwise around the center. The semantically organized chart is simple arranged by story elements, so information is transferred to it accordingly.
- d. Draw additional ties projecting out symmetrically from each secondary bubble to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
- e. Review the final chart or story map for completeness.

These can be integrated into instruction in several ways. Use them to introduce the lesson. Put completed bubble map on a transparency and let the students examine it. Invite prediction you can scaffold the comprehension process by filling in only part of the organizer and letting the students complete it during the reading process. Finally use the blank story map or semantic organizer at the completion of the story to pull students into analyzing the pieces in preparation for a discussion of the story. In this case, maps may be completed individually or in small group.

It can be describe as graphic follow:



Source : Pamela J Farris, , *Teaching Reading: A Balanced approach for today's classrooms*, page 346

1. **CHARACTERS:** All stories have characters that the author presents in the story. These are the easiest elements for the students.
2. **SETTING:** Writers, to add interest, always let readers know where and when the story takes place (for example, what period of history, or season of the year). Sometimes the writer gives so many details it seems to paint a picture you can see in your imagination. These details are called the “setting” of the story.
3. **TITLE BOOK:** in order word is theme. It is what point did the author want to make.
4. **PROBLEM:** what is the main character's problem.
5. **SOLUTION or CONCLUSION:** at the end of story, the author brings action to a climax – the most exciting point in

the whole story. Then events are brought to a “conclusion” – here the writer bring together all the important things that happened in the story, and tells how events work out of the characters.²¹

4. The use of story mapping strategy for teaching reading

According to Pamella J Farris said “story mapp helps to focus the lesson, leads to more purposeful teaching, and result in a better quality learning experience for the students”.²² By using story mapping students can make the interaction better and interest, Students are usually responsive to story mapping. They see it as a functional and relevant exercise. It increases students interest in stories they map. Low achievers are likely to benefit most from this procedure because it helps put abstract concepts into concrete terms. It encourages inferential comprehension as it. Develops skills of sequencing, recognizing cause and effect, and predicting outcomes.

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.²³

The writer concludes that a story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. The organizers are intended to focus on the key elements of

²¹ <http://www.hishelpinschool.com>

²² Pamela J Farris, , *Teaching Reading: A Balanced approach for today's classrooms*, (New York: The McGraw-Hill Companies,2004), 345

²³ http://www.readingrockets.org/strategies/story_maps may 31th 2016

character, setting, conflict, and resolution development. Students can develop multiple characters, for example, in preparation for writing their own fiction, or they may reflect on and further develop characters from stories they have read. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details.

C. Narrative Text

1. Meaning of Narrative Text

“A narrative a type of spoken or written text that tells a story of one character or more who face certain situation”²⁴.

Narrative is well suited to addressing the complexities and subtleties of human experience in teaching and learning²⁵.

So, based on the definition above, narrative is written text that tells a story of one character or story of act or event.

2. Grammatical Feature of Narrative Text

Narrative has lexicogrammatical feature, there are as follow²⁶:

1. A narrative focus on specific participants
2. There are many action verb and mental process (think, realize, feel, etc)
3. Is usually use past tense (simple past and continuous tense)
4. Direct and indirect speeches are often used (some dialogue are used in the story and the tense can change)

²⁴ Kristono , *The Bride English Competence*, (Surabaya: Yudhistira, 2007),

²⁵ Leonard Webster and Patricie Key, *Using Narrative Inquiry as A Research Methode*, (London and new York: Routledge, 2007), 1

²⁶ Kristono., *The Bride English Competence*, 36

5. Descriptive language is used to create listeners or readers imagination (more adjective are used)

3. The Generic Structure of Narrative Text

Narrative text also has generic structure, they are as follows²⁷:

1. **Orientation** is tells about the setting in timed place, and characters.
2. **Complication** this part tell about problems to be solved by characters.
3. **Resolutions** it describes the solution to the complication(s) and gives an ending the story.

The writer chooses the narrative text to be material for teaching reading comprehension because narrative text is the text story that deal with complete sequence they are orientation, complication, resolution and re-orientation that make people curious and anxious with the end of the story. It can be material to encourage student's interest to read the comprehend English text.

²⁷Wahyu Sunadayana, *Developing Competencies in English Use' for SMA*, (Jakarta: Grafindo Media Pratama,2007), 50