

## CHAPTER II

### THEORITICAL REVIEW

#### A. Reading

##### 1. Definition of Reading

Reading is one of important skills in English which need to understand the meaning that provide in text. The reader need to be able to figure out the author's purpose presenting in the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials. Reading is about understanding written texts, it is a complex activity that involves perception and taught.<sup>1</sup> When the reader read a text they will get some information or knowledge that are decoded from the text and grasp the content of the text. Johnson said that "Reading integrates visual and non-visual information". During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning.<sup>2</sup> Reading is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students' are typically reading books and journal, noting,

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<sup>1</sup> Elizabeth S. Pang, et al. Teaching reading, Switzerland:International Academy of Education. 2003. P 6.

<sup>2</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book Tutoring and Remediating Students*. United Kingdom: Rowman and Littlefield Education, 2008. P.4.

summarizing, paraphrasing, and the writing essay.<sup>3</sup> Reading is an interactive process that take place between the text and the reader's processing strategies and background knowledge.<sup>4</sup> according to the definition above, reading is an important skill which process the readers to be active in understanding the meaning of what they read, understand written text or not and interpret the information into the reader's understanding appropriately.

## **2. Types of Reading**

In this part of discussion, the researcher discuss about the type of reading. According to Patel and Jain below are types of reading<sup>5</sup>:

### **a. Intensive Reading**

Intensive reading is Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal this reading is to read shorter text. There are few characteristics of intensive reading<sup>6</sup>:

1. This reading helps learner to develop active vocabulary.
2. Teacher play main role in this reading.

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<sup>3</sup> Siti Solihatin Nisa. *The Influence KWLH Method on Students' Reading Comprehension Ability*. Loquen English Studies Journal. Vol.5. No. 2. 2012. P. 193.

<sup>4</sup> Farah Yunita. *The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading on Narrative Text*. Loquen English Studies Journal. Vol. 11. No.1. 2017. P. 44.

<sup>5</sup> Patel M.F, & Praveen M. Jain, *English Language Teaching (Method, Tools, Techniques)*, (Jaipur: Sunrise Publisher &Distributors, 2008), P.117.

<sup>6</sup> Patel M.F, & Praveen M. Jain, *English Language Teaching (Method, Tools, Techniques)*, (Jaipur: Sunrise Publisher &Distributors, 2008), P.119.

3. Linguistic items are developed.
4. Intensive reading is reading aloud.
5. In intensive reading speech habits are emphasized and accent, stress, intonation and rhythm can be corrected.

#### **b. Extensive reading**

Extensive reading is reading for pleasure. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. This type can be made the basis for oral reports, to the rest of the class or full class discussion. There are few characteristics of extensive reading<sup>7</sup>.

1. It helps learner to develop to active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading the idea can be developed.
4. The aim of extensive reading is to enrich learners knowledge.
5. Through extensive reading the good reading habit can be developed.

#### **c. Reading Aloud**

Reading aloud is read text with aloud voice. Reading aloud is the base of words pronunciation. Reading aloud is difficult skill because

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<sup>7</sup> Patel M.F, & Praveen M. Jain, English Language Teaching (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.120.

read the text should be aloud and of course the pronunciation must be correct. Advantage of reading aloud<sup>8</sup> :

1. It enables learner to develop the skill of reading very well speaking or expressing ideas.
2. It enables learners to develop the skill of pronounce very well.
3. It makes reading very enjoyable while teacher uses reinforcement during reading.
4. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity more affective.

#### **d. Silent Reading**

Silent reading is very important skill in teaching of English. the activity do without sound to understanding text and get a lot of information. The advantage of silent reading<sup>9</sup>:

1. This reading makes students very active and accurate.
2. Silent reading concentrates the attention of learners towards subject matter and he learners naturally.

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<sup>8</sup> Patel M.F, & Praveen M. Jain, *English Language Teaching (Method, Tools, Techniques)*. P.122.

<sup>9</sup> Patel M.F, & Praveen M. Jain, *English Language Teaching (Method, Tools, Techniques)*, P.123.

3. It saves time because this activity is done at a time. All students participate together in this activity at a time.
4. It is very useful to develop the skill of reading fast.
5. This skill plays main role to increase the knowledge of students.

### **3. Reading Comprehension**

Comprehension is an important aspect in reading process. Reading comprehension is the main purpose of reading activity. In this case reading and understanding are related to each other. According to Linse Reading comprehension refers to reading for meaning, understanding and entertainment.<sup>10</sup> People read the text not only to get information, but also to learn from texts, integrate information, critique text, even to get pleasure. According to Klingner Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.<sup>11</sup> It refers the ability in interpreting the words, understanding the meaning, and the relationship between ideas conveyed in a text. Westwood said that Reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to from a deeper understanding of concept and information

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<sup>10</sup> Caroline, Linse. David, Nunan (ed). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill 2003. P71.

<sup>11</sup> Klingner, Vaughn and Broadman, *Teaching Reading Comprehension to Students with Learning Difficulties*. 2007. (New York: The Guilford Press) P.2.

presented in the text.<sup>12</sup> It mean that reading with comprehension meaning the reader is able to coordinating a number of complex processes so the reader know the meaning of word by word, involve reader background knowledge. Reading comprehension is a complex activities sequence, or active process of constructing meaning from text and involves knowing how to read words accurately and automatically, assessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>13</sup>

Based on description of reading comprehension above, reading comprehension is not only a process of knowing the meaning of word but also a process of catching the idea of the text whether it is stated or not, a complex process in which a reader tries to reconstruct a message encoded by a writer.

#### **4. Teaching Reading**

Teaching is a process doesn't only give the information from the teacher to the students. Harmer said that teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know what we have helped to make it happen. It is true that some students' can be difficult and stressful at times, but it is also worth

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<sup>12</sup> Peter Westwood. *What teacher Need to Know About Reading and Writing Difficulties*. 2008 Australia: Acer Press. P.31

<sup>13</sup> Tri Ilma Septiana. *Enhancing Students' Reading Comprehension on Descriptive Text Through SQ3R Technique*. Loquen English Studies Journal. Vol. 6. No. 1. 2013. P. 58.

remembering that at its best teaching can also be extremely enjoyable.<sup>14</sup> Brown explained that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning.<sup>15</sup> From the definition above, we can define teaching as helping, facilitating, and how to learn and get something or knowledge. Harmer explain that There are six principles behind the teaching of reading:

Principle 1 : reading is not a passive skill

Reading is an active occupation. It will success when the teacher guides the students to know what word means, see the picture the words are painting, understand the arguments and make the students active.

Principle 2 : students need to engaged with what they are reading.

Students who are not engaged with the reading, not actively interested in what they are doing. Thus, the students should enhance their reading.

Principles 3 : students should be encouraged to respond to the content of a reading text, not just to the language.

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<sup>14</sup> Jeremy Harmer. 2007. *How To Teach English*. Edinburg Gate: Pearson Education Limited, P. 23.

<sup>15</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. 2000. Longman: A Pearson Education Company. P. 18.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

Principles 4 : prediction is a major factor in reading

The students should predict what they are going to read by seek book cover, photograph, and headlines in the text.

Principles 5 : match the task to the topic

Once a decision has been taken about what reading text, the students are going to read. The teacher gives a task for the students based on the topic that has been read by the students.

Principles 6 : Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further the tasks not only ask students to read text full sentences, words, description etc.<sup>16</sup>

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<sup>16</sup> Jeremy Harmer. *How To teach English*. 1998. (Edinburg Gate: Pearson Education Limited. 2001. P. 70

## 5. Assessing Reading

According to Brown there are several designing assessment task in assessing reading.<sup>17</sup> They are:

### 1. Designing assessment task: perceptive reading

Assessing 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 sentence 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 response 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

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<sup>17</sup> H. douglas brown, *language assessment principle and classroom practice*, (New York: San Fransisco State University, 2004).p.185

same/different, circle the answer, true/false choose by the letter, and matching.

## 2. Designing assessment tasks: selective reading

Some of the possible tasks you can use to assess 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 practically. It is easy to administer and can be scored quickly.

### b. Matching task

At the selective level of reading, the test taker's is simply to respond correctl, which makes matching 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 Task

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

## 3. Designing assessment task: interactive reading

### 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. Definition of Narrative Text

Text are divided into several types. There are recount, explanation, discussion, report, exposition, procedure, narrative and descriptive. According to Anderson and Anderson there are some variations of text. Such as recount, exposition, procedure, descriptive, narrative, report, explanation. In this part the researcher used narrative text as one of the materials that is taught in the second semester. Reading material that are taught in senior high school includes some kind of text: narrative text, descriptive text, report, recount text etc.

Narrative text is one of kind of the text. According to Anderson Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener.<sup>18</sup> Gerot and Wignell (1994) explained that narrative is a kind of text which has function to retell past

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<sup>18</sup> Anderson & Anderson. *Text Types In English 2*. Australia: MacMillan Education 2003. P. 8

events for the purpose of informing or entertaining.<sup>19</sup> The purpose of narrative text is to entertain or to amuse the reader or listener about the story. Narratives include different type, or genres, that can vary somewhat from this basic story grammar template. This include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures. In summary, narrative text is a fictional text that tells about the past event and it has purpose to amuse the reader or listener.

## 2. The Generic Structure of Narrative Text :

- a) An Orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b) A complication that sets off a chain of events that influences what will happen in the story.
- c) A sequence of events where the characters react to the complication.
- d) A resolution in which the characters finally sort out the complication.

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<sup>19</sup> Angella Novitaningrum. *The Implementation Of Story Pyramid Strategy In Teaching Writing Narrative Text for Eighth Graders at SMPN 2 Sidoarjo*. Vol. 3 No.2 2015. P.3.

- e) A coda that provides a comment or moral based on what has been learned from the story (an optional step).<sup>20</sup>

### 3. The Language Features of Narrative Text :

- a) Focus on specific characters: Snow White, Malin Kundang, etc
- b) Use of past tense : lived, killed, drunk.
- c) Use of temporal conjunction and temporal circumstances: a few years ago, once upon a time, for three months, etc.
- d) Use of material process : snow white lived, the cat jumped, etc.
- e) Action verb. A verb that shows an action (killed, walked).<sup>21</sup>

## C. Story Pyramid Strategy

Concept of story pyramid strategy consists of definition and procedure of story pyramid with some theories which support this study. The researcher took some theories related to the topic.

### 1. Definition of Story Pyramid Strategy

Based on the explanation above, reading comprehension needs strategies to gain the level of reading comprehension itself. Brown said that strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling

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<sup>20</sup> Anderson & Anderson. *Text Types In English 2*. Australia: MacMillan Education 2003. P. 8

<sup>21</sup> Anderson & Anderson. *Text Types In English 2*. P. 8

and manipulating certain information.<sup>22</sup> A strategy in teaching is one of the most important elements in teaching a language. Strategy plays important rules in guiding students to gain their objectives in learning because strategy of teaching can influence the result of teaching. In teaching learning process teacher should be apply strategy because by using strategies students will be easy to understand the material, the students can be motivated to learn the material that taught by teacher, and the students are not bored while teaching and learning process. Story pyramid is one of the strategies to help the students comprehend the text. Beverly et al says that a story pyramid may be used during or after activities that can improve their comprehension in reading. Story pyramid help visually organize a story elements, increasing their ability to retell, summarize and comprehend the story.<sup>23</sup> According to Macon et al Story pyramid is a graphic organizer which can help the students pinpoint highlight of a story and describe the important parts of using a limited number of words.<sup>24</sup> The requirement of brief responses stretches students thinking and fun. Graphic organizer can help students clearly

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<sup>22</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. 2000. Longman: A Pearson Education Company. P. 112.

<sup>23</sup> Mawadda, *Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid Strategy*. *Edukasi: Jurnal Pendidikan dan Pengajaran*. Vol.2 No.1 2015 P. 60.

<sup>24</sup> Elly Wardiningsih, Rahayu Apriawati, and Zainal Arifin. *Improving Students' Reading Comprehension On Narrative Text Through Story Pyramid Strategy*. Vol2 No.6 2013P. 6.

see how ideas are organized within a text or surrounding a concept. According to Puthota Story pyramid is a strategy to ensure the students thoroughly comprehend the variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution.<sup>25</sup> The students would analyzed and describe important infomation the text from the easy one to the difficult one based on highest to the lowest pyramid. Jonson stated that story pyramid is a structured format students use to summarize the most important parts of a story.<sup>26</sup> Students create a story pyramid after they complete their reading. This strategy forces students to review and summarize the main points of a story. The procedure in this strategy is after reading students summarize the main aspects of the story in a pyramid form with eight lines. The teacher may write instruction on the board, provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instructions. Boling and Evans state that story pyramid is a way that help studnets summarize the text. It requires the students to focus on relevant details and use concise terminology to

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<sup>25</sup> Eva Nurchurifani. *The Influence of Story Pyramid Strategy Towards Students' Reading Ability of Narrative Text*. Vol.11 (1) 2018, P. 22-34.

<sup>26</sup> kathleen F. Jonson, *60 Strategies for improving Reading Comprehension in Grades k-8*. USA: Library of Congress Cataloging in Publication Data. 2006. P.184.

capture the purpose of the statement.<sup>27</sup> Story pyramid include in graphic organizer strategy. These strategy is the kind of graphic organizer. According to Tankersley after reading a text we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge.<sup>28</sup> We can help students verify predictions, organize information, and summarize, classify, or otherwise process the information at deeper levels of understanding. We want students to complete any organizer charts that started before or during reading, discuss their insights with us and peers, and perhaps link their new knowledge to a writing assignment. Chasstrategies explain that story pyramid strategy also helps students promote comprehension and writing. It means that story pyramid is a technique to improve reading comprehension and writing skill by catching and describing the important points of a text by using limited number of words.<sup>29</sup> According to Beverly J. Trezek a story pyramid is a strategy that uses a structure with a square base and four sloping triangular sides that meet at one point

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<sup>27</sup> Ayu Agustiningsih,. *The Effet Of Using Story Pyramid Technique on Summary Writing Achievement Of Narrative Text Of The Eighth Grade Student at SMPN 4 Jember*. 2014. P.2.

<sup>28</sup>Karen Tanskerley, *The Threads of Reading: strategy for literacy development*. Association for Supervision and Curriculum Development. Alexandria Virginia. 2003. P. 110.

<sup>29</sup> Ayu Agustiningsih,. *The Effet Of Using Story Pyramid Technique on Summary Writing Achievement Of Narrative Text Of The Eighth Grade Student at SMPN 4 Jember*. 2014. P.2.

to help students learn the elements of a book story.<sup>30</sup> It means the students must complete each line of pyramid with information from the text. In summary, story pyramid is one of the strategy that can help students to describe important information and main idea from the text such as main character, setting, problem, events, and solution. This strategy helps students to comprehend the text clearly .

## 2. Procedure of Story Pyramid

Story pyramid helps students in searching for meaning and a variety of ways to organize information. Here are direction for writing a story pyramid:

Capitalize the first word in each line:

- Line 1     stating the main character
- Line 2     two words, describing the main character
- Line 3     three words, describing the setting
- Line 4     four words, stating the problem
- Line 5     five words, describing one event
- Line 6     six words, describing a second event
- Line 7     seven words, describing third event

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<sup>30</sup> Beverly J Trezek, Reading and Deafness: Theory, Research, and Practice. Cifton Park, USA. 2010. P.153.

Line 8 eight words, stating the solution to the problem.<sup>31</sup>

### STORY PYRAMID

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

In this research, the researcher plans a modified pyramid strategy as follow :

- a) The researcher says the students that they are going to discuss about narrative text
- b) The researcher explain how to use story pyramid strategy and gives an example to the students
- c) The researcher delivers a story and story pyramid worksheet to the students
- d) The researcher ask students to read the story carefully

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<sup>31</sup> Karen Tankersley. *The Threads Of Reading*. Association for Supervision and Curriculum Development 2003. P.112

- e) The students read text carefully
- f) The students read the information requested in the worksheet
- g) The students begin to fill in the story pyramid whereas the researcher gives the guided question to students
- h) First line, the students write the name of the main character of the story
- i) Second line, the students write two words describing main character
- j) Third line, the students write three word describing the setting
- k) Fourth line, the student write four words stating the problem
- l) Fifth line, the students write five words describing the one event
- m) Sixth line, the students write six words describing the second event
- n) Seventh line, the students write seven word describing third event
- o) Eight line, the students write stating the solution to the problem
- p) After students finish in filling the story pyramid worksheet, the researcher and students discuss the difficult words in the story.

### 3. Advantage of Story Pyramid Strategy

- a. Story pyramid strategy can helps students to improved their comprehension. It means that story pyramid strategy can help

students to understand the text by catching the main point of the text using limited number of words.

b. Easy for the students in reading and get information from the text.

#### 4. Disadvantage of Story Pyramid Strategy

a. The teacher had plenty of the time to explain the directions and make sure the students understood what they were expected to complete.

b. Teacher should be clearly explain the explanation and the goals of the activity prior going to giving the students assignment.