

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In concluding a research, theories are needed to explain some concepts or terms apply in the research concern. Some terms will use in this study and they need to be theoretically explain. In the following part, theoretical elaboration the terms used will present.

1. The Concept of Reading Comprehension

To know clearly about reading comprehension, below is an explanation of reading comprehension, there are:

a. Definition of Reading

Reading is one of four language skills: reading, writing, listening, and speaking. It is receptive skill, like listening. This means it involves responding to text, rather than producing it. Reading deals with the ability of the readers to comprehend the expression of the content and social relation given in the text by the use of their higher mental process. This devise function is to activate reader's background knowledge of the content and social relation expressed in reading text.

Grabe and Stoller said that Reading is the ability to draw the meaning from the printed page and interpret this information appropriately.¹ It means to

¹Grabe W and Stoller. (2002). *Teaching and Researching Reading*. Harlow: Longman. P. 9.

find out the messages or the required information that the researcher put into the text as possible.

Allah said in the Qoran: (Al-Alaq: 1-5)

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفَرَأَ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning :

1. Read in the name of lord who has created (all exist)
2. He has created man from a clot (a piece of thick coagulated blood),
3. Read!, and your lord is the most generous
4. Who has thought (the writing) by pen
5. He has thought man that which he know not.²

Mean: in first of these verses, it has clearly highest assessment intelligence/ability to read and write. The explanation of these verse showed that reading is most important aspect to get knowledge. By reading, the things that we don't know bring us and guide us to know the meaning of that things and reading can enlarge our knowledge and change the condition of our thinking, life and perception to things. The ability in reading something, not's only as literal, make us become wise person in the act and can solve the problems.

²Qur'an. <https://www.al-islam.org/enlightening-commentary-light-holy-quran-vol-20/surah-alaq-chapter-96>. Accessed on 5 march 2018 at 14.02.

Parable of the man who likes to read is also mentioned in the hadith below:

عَنْ أَبِي مُوسَى رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَثَلُ الْمُؤْمِنِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الْأُتْرُجَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ وَمَثَلُ الْمُؤْمِنِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ النَّمْرِ لَا رِيحَ لَهَا وَطَعْمُهَا حُلْوٌ وَمَثَلُ الْمُنَافِقِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الرَّيْحَانَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا مُرٌّ وَمَثَلُ الْمُنَافِقِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ الْحَنْظَلَةِ لَيْسَ لَهَا رِيحٌ وَطَعْمُهَا مُرٌّ. (رواه البخاري ومسلم والنسائي وابن ماجه)

Meaning; "From Abu Musa Al-Ash'ari (may Allah be pleased with him) said that the Messenger of Allah (peace and blessings of Allah be upon him) said: "The quarrels of a mu`min who diligently reads the Qur'an are like the fruit of Al-Atrujah: the aroma is fragrant and tastes good. The parable of a mu'min who does not read the Qur'an is like a tamr fruit (dates): no aroma but sweet taste. The parable of a munafiq but he is diligent in reading the Qur'an is like the fruit of Raihanah: the aroma is fragrant but it tastes bitter. As for the munafiq, who is not diligent in reciting the Qur'an, is like the fruit of Hanzalah: it has no aroma and its taste is bitter. "³

³Ira Fatmawati Asmara. (2018). *Improving Students' Achievement in Reading Comprehension Narrative Text By Implementation BDA Reading Strategy at the Second Year Students' of MTsN 2 Medan*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 1-2.

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire.⁴ Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching.

Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them.⁵ Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.

b. Purpose of Reading

According to Grabe when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases.⁶ For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

In these circumstances, a more critical set of goals must be establish for an effective synthesis: the reader needs to remember points of comparison or

⁴Douglass Brown. (2000). *Language Assessment Principle and Classroom Practice*. United States of America: Longman. P. 306-311.

⁵Deborah B Daiek and Nancy M. Anter. (2004). *Critical Reading for College and Beyond*. New York: McGraw-Hill. P. 5.

⁶Grabe William and Stoller.FredickaL. *Op.cit*. P.11.

opposite assess the relative importance of the information, and construct a framework which the information will be organized.

a) Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in text until a general idea is formed.

b) Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information of a text. Reading to learn usually carried out a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection) strategies to help remember information.

c) Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple source both reading to write and reading to critique text require abilities to compose, select in critique information from a text.

d) Reading for general comprehension

Reading for general for comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

Reading is one type of receptive written language skills. Because by reading a person will be able to obtain information, knowledge and new experiences. Everything gained through reading will enable the person to expand his/her thinking, sharpen his vision, and broaden his horizons. Thus reading is an activity that is needed by anyone who wants to go forward and improve themselves.

Meanwhile, Tri Wiratno classified the purposes of reading into two kinds they are:

a. Reading for general ideas

Readers with this purpose only identify the topic of discussion. They can pay special attention to the first or the last sentence of the paragraph.

b. Reading to locate specific information

Readers with this purpose must read sentence by sentence quickly to get more details.⁷

⁷Tri Wiratno. (2003). *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika*. Yogyakarta: Pustaka Pelajar. P.163.

The purpose of reading is to understand the idea, the ability grasp meaning in whole reading, whether in the form narration, free text, or poetry that can be concluded in a written work.

c. Types of Reading

The variety of performance is derived more from the multiple of types than from the variety of over types of performance. According Brown, types of reading are:

a) Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words punctuation and other grapheme symbols bottom-up processing is implied.

b) Selective

Selective reading is large part of assessment formats in which to ascertain one's reading recognition of lexical, grammatical of language within a very short stretch language. This type of reading uses certain typical tasks: pictured-cued tasks, matching, true/false, multiple-choice, etc.

c) Interactive

This type of reading forces the readers to interact with the text in which the readers should be able to bring a set of schemata to the text for understanding it. Typical reading genres that lend themselves to interactive reading are anecdotes, short narratives, directions, recipes, and other forms similar to those genres. The main focus in interactive reading task is to identify relevant features (lexical, symbolic, grammatical, and

discourse) within text of moderately short length with the objective to retain the information that is processed.

d) Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.⁸

In conclusion, there are four types of reading: 1) Perceptive reading, refers to the component of text such as symbols words, punctuation. 2) Selective reading, focuses on the features of language, lexical and grammatical of paragraph the certain type task of reading is multiple choice, matching, true/false, etc. 3) Interactive reading, is a type of text in which the reader must interact with text by using psycholinguistics sense. The typical of interactive reading are anecdotes, short narrative and description. The focus of interactive task is to identify the relevant features of text. 4) Extensive reading, is a type of that more than a text, the level is higher, this reading is refers to professional articles, essays, short stories, and books.

Meanwhile there are two kinds of reading according to Jeremy Harmer.⁹

1) Intensive reading

According Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending

⁸Brown Douglas. (2004). *Language Assessment Principle and Classroom Practice*. USA: Longman. P. 189.

⁹Jeremy Harmer. (2007). *How to Teach English*. Kuala Lumpur: Pearson Education. P. 99.

knowledge of vocabulary and idioms.¹⁰ Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension.¹¹

1) Extensive reading

Brown explains that extensive reading is carried out to achieve a general understanding of they are reading.¹² According Paten and Praveen the purpose of extensive reading is to ask the students to read directly and fluently in target language for enjoyment, without aid of teacher. It means that extensive reading does not need teacher's guidance. So, the teacher can be only a facilitator to care for them whether or not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on

¹⁰M. F. Patel and Praveen M. Jain. (2008). *English Language Teaching (Methods, Tools, Strategies)*. Jaipur: Sunrise Publishers & Distributors. P. 117.

¹¹I. S. P. Nation.(2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge. P.25.

¹²H. Douglas Brown. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Wesley Longman Inc. P. 313.

items to learn. So it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

d. Definition of Reading Comprehension

Reading a text is usually as a way of developing reading comprehension by looking at the text and trying to understand the message in the text. It means that when reading a text, the readers try to understand the text by focusing on specific items and general meaning. It involves the eyes as the tool which receive message, then send them to our brain to be analyzed and processed. In this contact, reading will not happen without comprehension.

According to Kristen Lems, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purposes for reading and the text that is involved.¹³ It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Caldwell also stated that, “comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristic of the text that is read, listened to, or watched.”¹⁴ It can be said that in comprehending the text, readers need some skill, strategies, and aptitude towards constructing the meaning from the text.

¹³Kristin Lems, Leah D. Miller, and TenenaM. Soro. (2010). *Teaching Reading to English Language Learners*. New York: The Guildford Press. P. 170.

¹⁴JoAnne S Caldwell. (2008). *Comprehension Assessment*. New York: The Guilford Press. P. 4.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that a good readers should make connections between background knowledge and the new information in the text.

The main purpose of reading is comprehension. Reading comprehension is attempt understand, evaluate, and also recognize the author's ideas of reading text. A reader need comprehension to catch the content of message or information from the text. According to Snow reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁵

Besides some definitions above, based on the way of reading, the activity of reading itself can also be defined in two points of view:

1. Reading is understanding written text to get the understanding of the content. In this case, reading is usually done for oneself.

¹⁵Ashadi Kurniawan. (2013). Improving Student's Reading Comprehension on Narrative Text Through Story Mapping Strategy. *Jurnal Pendidikan dan Pembelajaran*. Vol. 2. No. 5. P. 4. <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/1968>. Accessed on 5 March 2018 at 11.54.

2. Reading means pronouncing written text orally. This activity may be for text comprehension or not.¹⁶

John Langan also identified several reading skill are involved in the ten reading comprehension question that follow: (1) Understanding vocabulary in context. (2) Summarizing the selection by providing a title for it. (3) Determining the main idea. (4) Recognizing key supporting details. (5) Making inferences.¹⁷

Skilled readers may employ one type of process more than others when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge based processing is not appropriate reading activity, so that they fail to use knowledge they have.

e. Levels of reading comprehension

There are four levels of reading comprehension. The following levels can tell us about how far the students understand about reading material and which level that has been achieved.

a) Literal comprehension

Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea, detailed cause effect sequence. It's also prerequisites for higher level understanding.

¹⁶Tri Wiratno. *Op.cit.* P.162.

¹⁷John Langan. (2008). *English Skills with Readings*. New York: McGraw-Hill. P.627.

b) Interpretive comprehension

Interpretive comprehension includes inferring main ideas of passages which the main ideas are not directly stated, inferring cause and effect relationship when they are not directly stated, inferring referents of pronoun, inferring referents of adverb omitted words, detecting mood, detecting the author's purpose in writing, drawing conclusion.

c) Critical comprehension

Critical comprehension involves evaluating written material, comparing the material with known standards and drawing conclusions about their accurately, appropriateness and timelines. The critical reader must be an active reader, questioning, researching for fact and suspending judgment until considered all of the material.

d) Creative comprehension

Creative comprehension involves going beyond the material presented by the author. It requires the readers to think as they read, just as critical reading does, and it also requires them to use their imagination.¹⁸

f. Students' Difficulties in Reading Comprehension

Reading comprehension is an important academic skill. The students' reading comprehension problem with the paragraph involves some closely related phenomena, students lack prior knowledge such as:

¹⁸Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan. (2015). Improving Student's Reading Comprehension Achievement by Using K-W-L Strategy, *English Linguistics Research*. Vol. 4. No. 3. P. 16. <http://www.sciedupress.com/journal/index.php/elr/article/viewFile/7547/4747>. Accessed on 31 July 2018 at 07.40.

a) Word recognition

The students face difficulties when trying to recognize words of the target words of the target language. These difficulties arise because these two languages, English and Indonesia are not branches of the same way language. Word recognition is an important component in understanding a target language or native language. So recognizing familiar words in new passages discovering the meaning of unfamiliar. English words are complex, and this complexity bring difficulties is very hard to overcome, but it could be minimized.

b) New words

Words which have been learned are two aspects which night cause difficulties in the learning of vocabulary. Learning new words, words which are introduced for the first time to the students, is greatly influenced by their prior knowledge about words.

c) Vocabulary knowledge

In reading is important for one to have vocabularies. Lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also because of reading to assemble and integrate preposition fro text and make sense of what is read.

d) Fluency related to reading comprehension

Fluency related to reading in most often conceptualized in items of speed and accuracy. Students with learning disabilities often struggle to

readfluently. Slow reading is debilitating because it prevents students thinking about the text while reading.¹⁹

2. Narrative Text

a. Definition of narrative text

A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. Narrative is one of the component text types that the students are expected to use early on in their school life. Then narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative experience. Narrative deals with problematic events which lead to a crisis or turn point of some kind, which in turn finds a resolution.

Narrative text is one of famous type of any text. Narrative text is usually written about the past experience in life. According to Madison Smart Bell stated that, the narrative design (narrative structure), is of first and final importance to any work of fiction. In that structure, we will find element of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.²⁰

Narrative text is written based on life experiences. Denis stated one interesting feature of narrative text in particular is that they appear to include visualization in the reader as part of the reading process –readers report ‘seeing’ scenes in their head when they read such text. What is the interesting about this

¹⁹Mardiah. (2013). *Improving the Students' Reading Comprehension Ability in Narrative Text Through Student Teams Achievement Divisions (STAD) Strategy at MTs Al-IttihadiyahPercut*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 18.

²⁰Rafikan Dewi, (Et. al).(2013). *Reading*. Medan: UNIMED PRESS. P. 54.

process is that different readers are likely to visualize different scenes, depending upon their prior experiences and expectation.²¹

Labov&Waletzky said that Narrations can be understood as a stories which a beginning, a middle, and an end that contains a conclusion or some experience of the storyteller. Telling a story is normally connected with some unusual event and some complication in the course of the events depicted. The narrative genre depends on temporal principles of ordering.²²

The characteristics of narrative text are tells a story, contains well developed characters, contains a setting describing where or when the story takes places, contains a carefully fashioned plot with a problem and resolution, contains a theme that explains the meaning of the story, contains vocabulary used to enrich understanding of the story, may be written in first, second, or third person.

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse he readers or listeners about the story. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, epic) and its plot consists of climax of the story (complication) then followed he resolution.

²¹J. Charles Alderson. (2000). *Assessing Reading*. Cambridge: Cambridge University Press. P. 64.

²²Stefan Titscher, (Et. al). (2000). *Method of Text and Discourse Analysis*. Great Britian: The Gromwell Press.P. 24.

b. Purpose of Narrative Text

According to Barbara purposes for narration are:

- 1) To entertain
- 2) To express feelings
- 3) To relate experience
- 4) To inform (to explain what happens when a person is arrested), to inform (to teach a lesson)
- 5) To persuade (to convince the reader that the community service should be required in highschool).²³

Besides according to Sudiarti, there are purpose of narrative text:

- 1) To amuse or entertain
- 2) To deal with actual or imaginative experiences in different ways.²⁴

c. Language Features of Narrative Text

The generic structure of narrative text is as follows:

The stage of Abstract serves as a short introductory remark to the story. Commonly the stage is indicated by the narrator in expression such as I have in interesting story, this is a special event in my life, I have an unforgettable experience in my life, this is what happened last week, etc.

²³Barbara Fine Clouse. (2008). *The Student Writer*. New York: McGraw-Hill Companies. P.186.

²⁴Th. M. Sudarti, Eudia Grace. (2007). *Look Ahead 2 An English Course for Senior High School Students Year XI*. Jakarta: Erlangga. P.74.

The stage of Orientation tells ‘who and where’. This is to say that the stage specifies who takes part in the story. The participants may be human or non-human beings, such as animals and things. The stage also indicates the location, namely the place where the story takes place and the time when the story happens. In other words, the stage of Orientation specifies the Participants and Circumstance of Location covering spatial and temporal locations.

At the Evaluation stage, the narrator shows his/her judgments or comments of the events of the whole story. The evaluation stage may occur once, twice, three times or reiterated in unlimited times. This is indicated by numbers, such as 1, 2, 3, 4, ...n. the stage is optional and it may occur at any time before or after one stage.

The stage Complication treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense.

The stage of Coda closes the story by additional remarks.

The stage of Abstract, Evaluation, and Coda are optional. The stage of Evaluation is reiterated and may occur before or after a certain stage.²⁵

Besides having purpose and generic structure, narrative text also has significant language features that support the form of a narrative text. Here are the language features of narrative text:

1) Using simple past tense

²⁵Anggraini Thesisia Saragih. (2014). *Course Book Writing*. Medan: Unimed Press. P.113.

- 2) Using adverb of time such as *Once upon a time, one day, etc.*
- 3) Using time conjunction such as *when, then, suddenly, etc.*
- 4) Using specific character. The character of the story is specific, not general. For example: Cinderella, Snow White, Alibaba, etc.
- 5) Using action verbs such as *killed, dug, walked, etc.*

d. Structure of Narrative Text

Narrative is concerned with time, it is arranged chronologically and in order of the importance of events. This sequence of events is called as plot. The following plot pattern a narrative text consist of:

- a) Orientation : sets the scene and introduces the participants.
- b) Evaluation : a stepping back to evaluate the plight.
- c) Complication : a crisis arise.
- d) Resolution : the crisis is resolved, for better or for worse.
- e) Reorientation : optional.

Meanwhile, according to Anderson, a narrative text consist of:

- a) An orientation in which the narrator 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 is which the characters solve the problem created in the complication, and
- e) A coda that provides moral based on what has been learned from the story.²⁶

In detail, the rhetorical structure and textual element function as follows:

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> ▪ It consist of theme or topic to be informed ▪ Introducing the characters of the story, the time and the place of the story (who, what, when and where). ▪ It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> ▪ A series of events in which the main character attempts to solve the problem. ▪ The complication usually involves the main character(s) (often mirroring the complications in real life).
Resolution	<ul style="list-style-type: none"> ▪ The ending of the story containing the problems solution. ▪ The complication may be resolved for better or worse/happily or unhappily. ▪ Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader.²⁷

²⁶Zahra Siti Muslimah. (2018). *The Effect of Story Pyramid Strategy Toward Students' Writing Narrative Text at MTsNBekasi in the Academic Year 2017/2018*. Faculty of Educational Sciences Syarif Hidayatullah State University: Jakarta. P.15. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/37681/2/Zahra%20Siti%20Muslimah-FITK>. Accessed on 05 march 2018 at 11.21.

²⁷I Wy Dirgeyasa. (2014). *Writing A Genre Based Perspective*. Medan: Unimed Press. P. 47.

e. Types of Narrative Texts

There are many different types of narrative texts. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, fables, myth and legends, historical narrative ballads, slice of life, personal experience.²⁸

f. Example of Narrative text

A Bad Camping

On July 1st I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark.

I quickly set up my tent for it began raining. I set off to explore the jungle and I bought some food, matches, ropes and a flashlight on my knapsack.

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarina tree.

I screamed for help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, "Are you injured?" I answered, "Yes, my back is painful." "I will handle it." He bandaged my back. After that, he went to the base camp to search for help. Not taking a long time, he got back with his friend and they carried a litter and put me on it.

²⁸I WyDirgeyasa. *Ibid.* P. 45.

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nursed asked me, “Are you okay?” “I am a bit unwell”, I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I let my life cheerfully. Two weeks later, I went back to Jogjakarta.

g. Analysis of Narrative Text

Narrative text has generic structure such as orientation, complication, event and resolution. Here are the analyses of narrative text based on its generic structure:

Analysis of “A Bad Camping” Text

On july 1 st went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark.	Orientation
I quickly set up my tent for it began raining. I set off the explore the jungle and I bought some food, matches, ropes and a flashlight on my knapsack.	Evaluation
Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.	Resolution
I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, “Are you injured?” I answered, “Yes, my	resolution

back is pain.” “I will handle it.” He bandaged my back. After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put on me.	
When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nursed asked me, “Are you okay?” “I am a bit unwell”, I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I let my life cheerfully. Two weeks later, I went back to Jogjakarta.	Reorientation

3. Story Pyramid Strategy

a. Concept of Story Pyramid

According to Jonson, A story pyramid is a structured format which students use to know the most important parts of story. This strategy forces students to review and summarize the points of story.²⁹

Moreover, according to Puthota story pyramid is a strategy to ensure the students thoroughly comprehend a variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution. Ideally, it can

²⁹K. Feeny Jonson. (2006). *60 Strategies for Improving Reading Comprehension in Grades K-8*. USA: Library of congress catalog in publication data. P. 184.

showed students' critical thinking, because the students would analyze the text from the easy one to difficult one based on highest to the lowest pyramid.³⁰

Story pyramid strategy is a strategy to make the students understand about the story based on the structure. Teacher needs to challenge students to develop better thinking and understand about the text through story pyramid strategy, students expected to find the main idea from the topic or problem.

b. Procedure of Story Pyramid

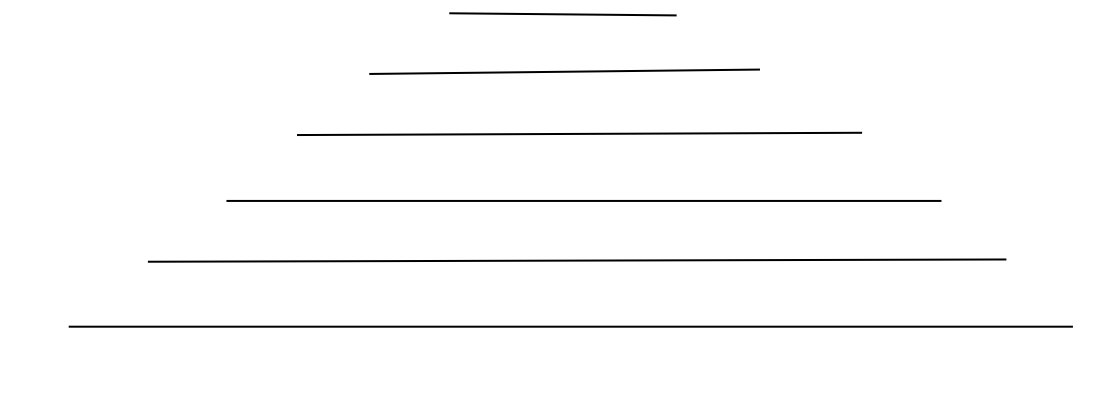
Story pyramid helps students in search for meaning and a variety of ways to organize information. This Strategy also helps students promote comprehension and writing.

Here are the procedures of story pyramid according to Jonson:

- a) Line 1 name of main character
- b) Line 2 two words describing the character
- c) Line 3 three words describing the setting
- d) Line 4 four words stating the problem
- e) Line 5 five words describing one event in the beginning of the story
- f) Line 6 six words describing one event in the middle of story
- g) Line 7 seven words describing one event in the end of the story
- h) Line 8 eight words that refer to the problem solution.³¹

³⁰Mentari Wilis Wijayanti and Sri Handayani. (2015). *Improving Students' Reading Comprehension by Using Story Pyramid Strategy (Classroom Action Research at The Eight Grade Students of SMP 1 Kemusu Boyolali in 2014/2015 Academic Years)*. P. 5.
<http://jurnalmahasiswa.unisri.ac.id/index.php/fkiping/search/authors/view?firstName=Mentari&middleName=Wilis&lastName=Wijayanti&affiliation=&country=>. Accessed on 29 May 2018 at 12.30.

Story pyramid



Thorough this strategy students will be able to capture essential information about the book or reading selection. They are also able to organize their thoughts to create comprehension in reading text.

In addition, there are some procedures before starting story pyramid strategy. Sadler states that the procedures of story pyramid strategy are explained:

- 1) Teacher asks students to read the selection of the text
- 2) Teacher shows the students the format for writing story/ narrative pyramid
- 3) Teacher asks students to fill each line according to the format and questions
- 4) Teacher asks students to create the pyramid graphic organizer, and use it as the basis for discussion involving whole class.³²

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

³¹K. Feeny Jonson.*Ibid.*. P.185.

³²Mawadda. (2016). Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid. *jurnal Pendidikan dan Pengajaran*. Vol. 2. No. 1 P. 60. <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/597>. Accessed on 5 march 2018 at 02.13.

- 1) Teacher told the students that they are going to discuss about narrative text
- 2) Teacher explained how to use story pyramid and give a model to the students
- 3) Teacher delivered a story and a story pyramid worksheet to the students
- 4) Teacher asked the students to read the story carefully
- 5) The students read carefully
- 6) The students read the information requested in the worksheet
- 7) The students began fill in the story pyramid first time, the students write the name of main character of the story
- 8) Second line, the students wrote two words describing main character
- 9) Third line, the students wrote three describing the setting
- 10) Fourth line, the students wrote four words describing one event
- 11) Fifth line, the students wrote five words describing one event
- 12) Sixth line, the students wrote six word describing a second events
- 13) Seventh line, the students wrote seven words describing third event
- 14) Eight line, the students wrote stating the solution to the problem
- 15) After finished fill in the story pyramid, they collected it
- 16) Teacher and students discussed difficult words in the story

c. The Benefit of Story Pyramid Strategy

This strategy have benefit there are:

- 1) This method of critical reading is beneficial to all students, particularly those with Learning Disabilities that create difficulties in attention, comprehension, analysis, and retention.

- 2) Students with such disabilities can benefit from the method's support and guidance, while ensuring they grasp both specific details and the "big picture".
- 3) Story pyramid force students to read an assigned story, comprehend the story enough to formulate key words for each line, and also to use critical thinking to be succinct and concise while still getting their point across.
- 4) The flexibility of this method allows it to be used at an individual level for students who prefer to work on their own, at a group level, for those who prefer to work with classmates, or with the classroom as a whole.
- 5) Furthermore, the information required for each line can vary based on assignment or subject, and can be expanded for use of with story as a whole (shown above) or condensed to be conflict, relationship, or character specific.³³

d. Purpose of Story Pyramid Strategy

The objective Story Pyramid Strategy there are:

- 1) Guides students in selecting appropriate information from a reading to be analyzed and helps them consider possible implications of this material.

³³Martha Puthota. "Story pyramid handout - slideshare". <https://www.slideshare.net/mars2084/story-pyramid-handout>. Accessed on 28 march 2018 at 10.37.

- 2) Making students more directive in their reading so that they actively search for appropriate information from a selection which ultimately helps them write better organized summaries of their text.
- 3) Help the students to guiding question and telling them to read passage to answer this question.
- 4) Students brainstorm elements or components and record each on separate sheets of paper.

e. Advantages and Disadvantages of Story Pyramid Strategy

There are some advantages of story pyramid strategy according to Macon et al. The advantages of story pyramid strategy is helps students pinpoint highlights of story and describe the important part of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.³⁴

On the other hand, the advantages of story pyramid strategy are:

- 1) More straightforward way to get students to read to answer guiding question.
- 2) Directs students to specific facts that will ultimately help them identify the important information in the story.

³⁴Detta Dwilkhaira. Teaching Reading by Combining Story Pyramid Strategy and Sketch to Stretch Strategy at Junior High School. *Jurnal Wisuda Ke 48 Mahasiswa Pendidikan Bahasa Inggris*. Vol. 1. No. 1 P.3. <http://download.portalgaruda.org/article.php?article=264067&val=6305&title=TEACHING%20READING%20BY%20COMBINING%20STORY%20PYRAMID%20STRATEGY%20AND%20SKETCH%20TO%20STRETCH%20STRATEGY%20AT%20JUNIOR%20HIGH%20SCHOOL>. Accessed on 20 may 2018 at 11.36.

- 3) The students jointly construct the concept pyramid by negotiating on the hierarchical order in which the separate pieces of paper will be placed on the concept pyramid.
- 4) Easy for the students in reading and get information from the text.

There are some disadvantages of story pyramid strategy:

- 1) Had plenty of the time to explain the directions and make sure the students understood what they were expected to complete.
- 2) Teacher should be sure to clearly explain the instructions and the goals of the activity prior going to giving the students the assignment so as to limit confusion during the lesson.³⁵

B. Related of Studies

1. SaragihArthaTheresia, (2011), Improving Achievement in Reading Narrative Text through Two-stray Technique. A thesis faculty of languages and arts, state university of Medan 2011. The objective of the study is to find out whether the Two-stay-Two stray Technique Improves students' achievement in reading narrative text. The study deals with classroom action research which is done in 7 meeting. The subject of the study was the first years students of SMK SwastaTeladan Sumatera Utara. One class was taken as the subject of study. The number of the students was 35 students. The data of this study are obtained from multiple choice test, observation, sheet and diary notes and interview sheet. Based on the

³⁵Husna Malum Sinamo. (2016). *The Effect of Story Pyramid Strategy on Students' Ability in Reading of Narrative Text at the Second Year Students' of Boarding School MTs Dairi Sidikalang Academic Year 2015/2016*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 17.

reading test, the scores of the students were always improved continuously in Pre-test, in Post-test I and Post-test II. In Pre-test the mean of the students' score was (57,65), in Post-test the mean of students' score was (62,33) and in Post-test II the mean of students' score was (70,38). Based on diary notes and interview, it showed that the excitement and interest of the students were also improved.

2. YemimaAlberti (2014, UIN-SU) by the Tittle “ Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII Of SMP N 1 PondokKelapa Bengkulu Tengah”. She found that in this research, the researcher used quantitative and qualitative data to see the improvement of the students’ reading comprehension and the factors influence the changes of the students’ reading comprehension. The instruments of this research were reading comprehension test, observation checklist and field notes, and interview. Based on the result of the test, the students’ who passed the standard score improved from 30% in the preliminary data 73,33% at the end of the research. It means that story grammar strategy improves students’ reading comprehension that was influenced by student’s factors (attention, interest, and participation) and teacher’s factors (choosing the material and classroom management).
3. Krista Simamora. Improving Students Achievement in Reading Comprehension through Story Pyramid Strategy.This study aimed at improving students’ achievement for reading comprehension through story pyramid strategy the research conducted by applying classroom action

research to collecting the data. The instrument were used quantitative and qualitative data (diary, notes, interview, observation and so forth). Based on the data analysis, it was found that the students' score improved. It is showed from the mean of the students' score in the book assessment I (49,09) assessment II (78,18). Moreover, based on the observation sheet, diary, notes, interview indicates that there is improvement in students' abilities and interest in learning reading comprehension.

4. Zahra SitiMuslimah, (2018), The Effect of Story Pyramid Strategy Toward Students' Writing Narrative Text, she found in this research that story pyramid strategy has significant effect toward students' writing of narrative text at eighth grade students of MTsN 1 Bekasi. It can be seen from the data with the statistical hypothesis of significance level 5% which is calculated by using SPSS 20 version showed that the mean score of experimental class after being taught by using story pyramid strategy was 70.48 and it was higher than the mean score before using story pyramid strategy; it was 62.64. The data analysis, moreover, showed that *sig. 2-tailed* (ρ) < α ; $0.013 < 0.05$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, story pyramid strategy shows the significant effect in improving the students' writing narrative text. It is also supported by the effect size of story pyramid on this research; it was 0.73. It shows that it has medium effect size level. This research shows that using story pyramid strategy can affect students' writing narrative text at the eighth grade students of MTsN 1 Bekasi.

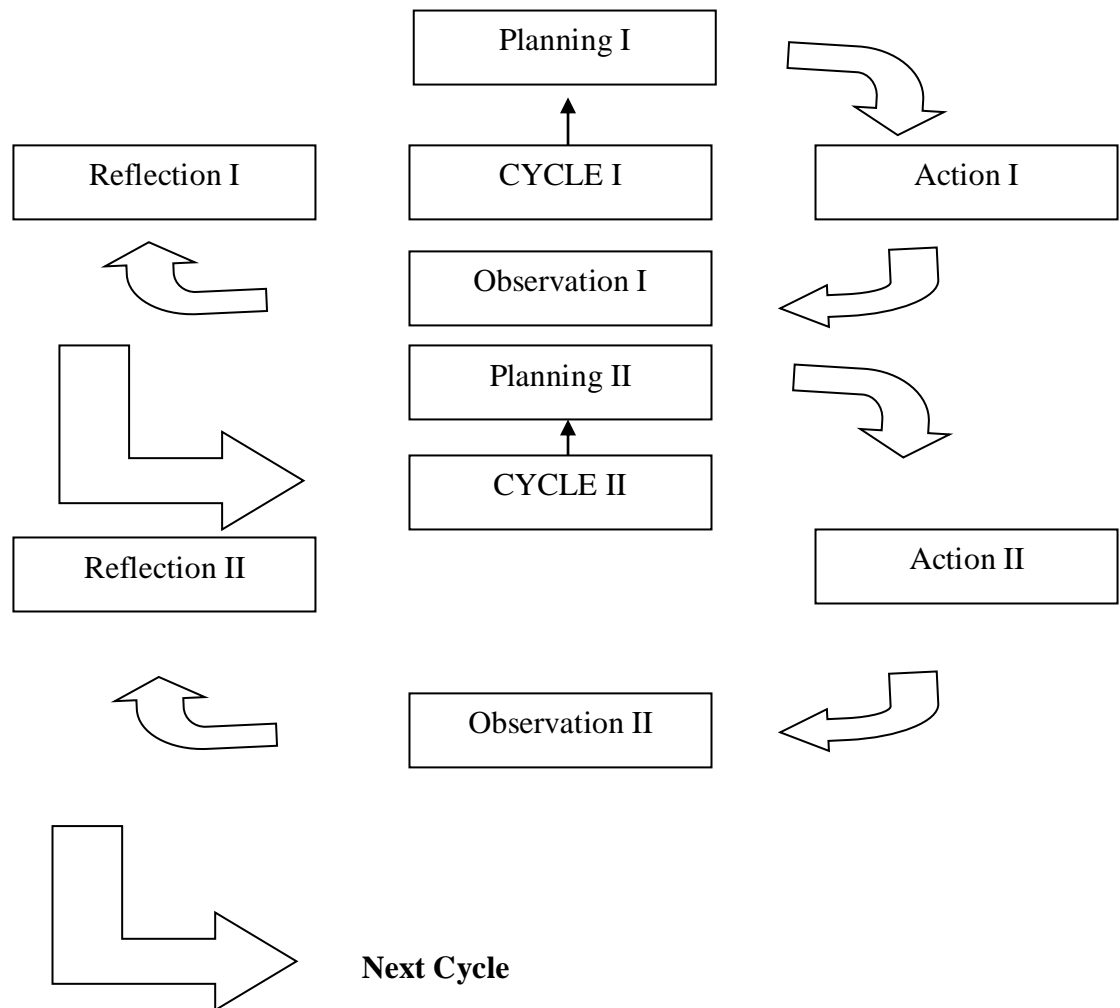
C. Conceptual Framework

Conceptual framework is needed in almost of all researcher to lead the writer in doing research. The writer makes it in order to get right result before doing result in the field. In conceptual framework, the writer will see about the improving students comprehending reading narrative text by using Story Pyramid Strategy. These strategy are suitable for teacher in learning reading narrative text.

Students reading comprehension is one comprehension were the students can be understand the sense and can be identify the difficult words on text. Actually the reading comprehension have text type to comprehend the text. One of the text type is narrative text. Narrative text is a kind of text that purposes to tell a story which contains a series of events or actions chronologically. To comprehend the text, the students must be found the information and the main idea from the text. So to comprehending the text is also needed the good strategy in increasing the students ability.

The teachers' learning strategy help students in understanding in the lesson easily. The learning strategy can influence someone who wants to do something. The teacher should use appropriate learning model in language teaching, because it can make the student have interest to join the lesson, so that they can increase their study more serious and their ability is better. On the other hand, if the teacher does not use the appropriate strategy especially in teaching reading narrative text, the students is bore and will not have interest to follow the lesson. As a result they will not be able to increase their ability.

The writer tries to use Story Pyramid Strategy is an interesting strategy in can motivated the students, help the students in comprehending and understanding the text. Students are able to focus more on reading narrative text easily. They will be more active to express their idea or opinion and they can study happy with using the strategy without feeling bored in studying English.



D. Hypothesis of Implementation

Based on the conceptual framework, the hypothesis in this research is the students' comprehending narrative text can be increase by using story pyramid strategy.