

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. The Definition of Reading

Reading is an activity to get more information and knowledge from the text. According to Blackowicz and Ogle in Nurpitriyani (2015:7), reading is process of getting information from books, newspaper, manuals, advertisements and so on. It means, the readers try to get what the author's message from the text which they had written. By reading, the readers decode each word in the text and comprehend the meaning automatically as well as draw a conclusion from the text.

Furthermore, Harmer (2007:99) states that reading is a human activity that involves eyes and brain function. The eye look at the text especially to get the information from the text, while the brain process the information that is obtained from the reader understanding. From those explanations can be concluded that reading is an activity in getting information or message from wrriten text in a printed out wrriten material to the reader.

2. Types of Reading

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Here are the explanations of them:

a. Intensive Reading

Intensive reading is used to obtain a deep understanding of the text. The readers have to read the text and then try to get every detail of the text. Harmer (2007:289) states that intensive reading is a type of reading where the students are encourage to read the text in detailed comprehension. This type is related to process in language learning under the teacher's guidance. It means, the teachers ask the students to know what kind of the texts they are reading, look at particular uses of grammar and vocabulary, understand detail of meaning and use the information in the text to move on to other learning activities. By using intensive reading, the student is expected to read the reading passage and understand detail of information which they got from reading.

b. Extensive Reading

Extensive Reading is aimed to build students' enjoyment in reading (Amalia, 2017: 9). It refers to the reading which students do it for pleasure reading. They can read confidently without look up the dictionary to find the difficult words as long as they understand the idea in the book. According to Harmer (2007:283), when the students have an opportunity to choose what they want to read, they will improve their progress in reading text. He also said that that extensive reading do not need teacher's guidance. The role of teachers are only to facilitate the students whether they understand the text or not, if they do not understand the text so he/she can help them. Extensive reading

is always done for the comprehension, not for specific details. It can be concluded that the students can develop their students' enjoyment in reading. It will make them can read the text without looking up the dictionary to find difficult meaning.

3. The aim of Reading

The aim of reading is adding and getting more knowledge from books, texts or internet. According to Grabe and Stoller (2011: 6), there are some purposes of reading, as follows:

a. Reading to search simple information

When the readers want to get specific information, they need two skills to achieve it. They are skimming and scanning. Skimming is used to determine what the text is about or to read the general passage of the text. While, scanning is the readers identify a specific graph form of the text. They read the text without reading every sentence of the text.

b. Reading to learn from texts

In academic and professional, the readers read the text to learn something in it. Sometimes, the process is taking longer time than reading to search information. It is because the readers have to observe a deeper understanding and often need repetition to remember every single detail information from the text.

c. Reading to integrate information, write and critique texts

The readers read the text to write some information from the text that they have, then integrate the information to their own understanding. And, they critique the text that they read. Both reading to write and reading to critique require ability to select, critique and compose information from the text.

d. Reading for general information

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

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is an activity to get more information in the text. When the readers read the text, they look at the word by word, they transform the word to the brain, then their brain try to process with student's background knowledge, so that they understand the meaning of the text. According to Grabe and Stoller (2011:13), reading is a comprehending process. It means, the readers read the text to know what the writer's intention is and why he/she writes. While, Namara in Nurpitriyani (2015:12) states that comprehension is an interaction between the readers before reading the text and their knowledge after reading the text. In comprehending the text, the

readers have to know and understand a main idea that related to the detail of the text. It can be known that when the readers/students read a text but they do not understand, it indicates that they have not read. In another definition, Kristin Lems et.al in Amalia (2017:11) states that reading comprehension is a skill to get meaning from written text. It refers to the ability in interpreting the words, understanding the meaning of word and also interacts the text and background knowledge of the reader.

In summary, reading comprehension is thinking process to get meaning with comprehending in order to know an overall understanding of a written language and information appropriately.

2. Level of Reading Comprehension

Comprehension is the ability to process information that we have read and comprehend its meaning. It is an process that must be mastered by the students if they want to comprehend the content of the text. So, there are some levels of reading comprehension, namely:

a. Literal Comprehension

In this level, the reader needs to understand ideas and information explicitly stated in the reading text. According to Heyman (2012:3), this level focuses on the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader follows specific directions, a sequence, identifies stated conclusion and explicitly stated relationships and

organizational patterns in the text. So, in this level the facts are clearly stated in the reading material. There are some questions that indicate belong to literal comprehension, as follows:

What words state the main idea of the story?

How does the author summarize what she/he is saying?

b. Inferential comprehension

This level, the readers have to draw inferences about the things not directly stated in the text. According to Hutura (2016:2), this level involves interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked in inferential comprehension:

What is the theme of the story?

Why do you think....?

How do you think this story will end?

c. Critical comprehension

Critical Comprehension is high level of comprehension requiring the readers use external criteria from their experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. These are examples of this level:

Is this a fact or an opinion?

Do you agree or disagree with the author?

What is the best solution to this problem?

d. Appreciative Comprehension

This level focuses on personal response to a character or situation in the story. For example:

How would you feel if you were sent off into the woods alone?

Explain your answer.

e. Evaluative Comprehension

This level based on the judgment about an aspect of the story such as a character's actions. When reading the story, the readers can judge about characters of the story whether they are cranky, self-righteous or not.

3. The aspects of Reading Comprehension

Reading comprehension is a process of understanding sentence and meaning in a text. In comprehending a reading material, the most important things that needs to be considered is a components of reading comprehension. By knowing the aspects, it will support in comprehending text successfully. There are some aspects of reading comprehension that should be mastered by students/ reader to be good reader. Leu and Kinzer in Widianingrum (2015:12) states some aspects of reading as follows:

a. Decoding knowledge

It refers to the reader's knowledge. The knowledge is used to determine oral equivalent of a written word. This component is needed by beginners' readers who know the meanings of many words in spoken but are relatively unfamiliar in printed word.

b. Vocabulary knowledge

It refers to word meanings. It is used to determine the appropriate meaning for a word in particular content.

c. Syntactic knowledge

Knowledge of sentence syntax or word order is also crucial for reading comprehension. It includes understanding word order rules that exist is a knowledge of the word order rulest determining function and often the meaning of pronunciation words.

d. Discourse knowledge

Discourse knowledge is the knowledge of language organization of units beyond at the single sentence level. It includes knowledge of structural organization of different type of writing.

e. Readiness aspect

This aspect focus on students' ability to get benefit from initial reading instruction. It means, the students will find out some specific piece of information such as evaluate a character's action and learn about something new.

f. Affective aspect

This aspect include readers' attitude and interested in reading. By having motivation and facilitate reading comprehension. It will make readers read and read as instruction as interesting and enjoyable as possible.

4. Strategies in Reading Comprehension

Sometimes the students have difficulty to comprehend the text easily. They will find the difficulty in knowing the meaning of the words, it will bother their comprehension. According to Gebhard in Amalia (2017:12), there are several strategies that readers use to comprehend text, as follows:

a. Skipping words where the readers do not know the meaning

The readers usually find it if they read a text, they find unfamiliar words and do not know the meaning of words exactly. So, they can skip these words and have the complete meaning from the previous or the next words.

b. Predicting the meaning of unfamiliar words from the context

When the students read a text, they find the difficult word so they can predict the meaning of unfamiliar words without wasting their time in reading.

c. Not constantly translating

The students should not translate all the words that they read, it is because there are multi-words or idioms that cannot be translated separately.

d. Asking someone what the word means

When the students do not know the meaning of words, so they can ask to the teacher to help them to comprehend the text.

e. Reading things of interest

Students read the text based on their interest, if they interest in what they read it will make them curious about the content of the text.

f. Studying pictures and illustrations

Several texts usually contain many pictures or illustrations to make readers understand what the author needs to convey. The pictures or illustrations must draw the content of the text.

C. Story Mapping

1. Definition of Story Mapping

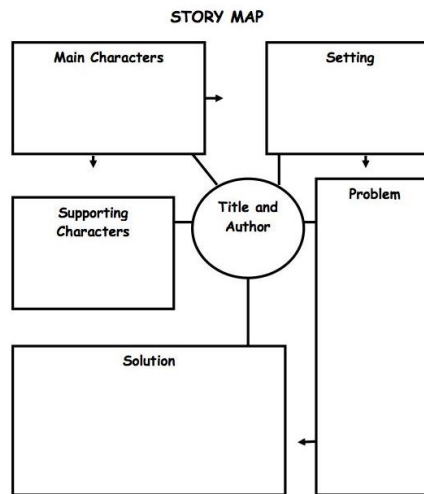
Story Mapping is an effective technique to increase students' reading comprehension especially in narrative text. Sholichah (2017:30) states that story mapping is a technique that uses graphic organizer to help students learn the elements of a story. In other words, it provides a visual spatial display for key information in narrative text. Story mapping is also known as story grammar that help students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story

(Hamidah, 2017:49). Story mapping can be meant as the visual representation of story grammar that can be as simple as an outline or as detailed as a complex picture or visual organizer.

According to Farris in Amalia (2017:20), story mapping is an effective way in teaching narrative text, it will help the students to depict the story structure and organize the main events in sequence order by writing key words or important information by using their own sentences. In story mapping, the students have to focus on the elements of story mapping are main character, setting, problem, plot events and resolution.

From the explanation above, it can be concluded that the story mapping is an instructional technique that represent graphic to facilitate the students read the story in narrative text. They can know who the characters are, what the problem is, how to solve the problem, where the setting is and other. Therefore, story mapping is good technique to recall their memory to see cause and effect from begin to the end of the story.

The graphic of story mapping could be made, as follows:



2. Purposes of the Story Mapping

Every technique has its own purpose, particularly in story mapping technique. Sholichah (2017:30-31) mentions that the purpose of story mapping is to help students focus on the important elements of narrative text, use for brainstorming of lesson to find out what students already know, organize and capture information. In addition, according to Farris in Nurpitriyani (2015:20), there are some purposes of story mapping, as follows:

- a. to create mental images from words into text
- b. to enable readers to place themselves in the story
- c. to strengthen readers' relationship to the text
- d. to stimulate the imaginative thinking
- e. to heighten engagement with text
- f. to bring joy to reading.

From the purposes above, it can be concluded that the story mapping can facilitate the readers to get a good understanding of the whole text.

3. Procedure of using Story Mapping

Before implementing this strategy, the teacher is supposed to know how to implement and use it. According to Futchs et al in Widianingrum (2015:24), there are the general procedures to follow when preparing a basic story mapping, they are:

a. Reading the story

The students read the story, they write a sequenced summary of the main ideas, key words of events and characters that make up the plot of the story.

b. Discussing with their groups

The teacher divides the students into some groups. In this group, the students can discuss and determine the best answer in making story mapping. They also can note the supporting information to support their idea in story mapping.

c. Making story mapping with their style

In this stage, the students can write the title of the story in the center of the graphic story mapping or at the top of semantic chart. They can identify, discuss, and reach consensus on the story elements.

d. Discussing the story

The last stage, the teacher asks the students to discuss it together. The purpose is to make the students think that their answer is true or false. So, in this stage the teacher has to give clear explanation whether the answer true or not.

4. Teaching Reading by Using Story Mapping

The researcher assumes that the teachers have to define the classroom activities into three steps namely pre-reading, whilst-reading and post-reading. In this research, the researcher used narrative text as a subject that was developed in story mapping. Then, these following are steps of teaching reading using story mapping that modified by Hamidah (2016:50-51), as follows:

a. Pre-reading

In this step, the teacher can give brainstorming by showing a picture relate to the topic. The teacher asks some question and the students can guess on what they know about the topic, after that the teacher gives information to increase students' vocabulary that students will meet in the story they read. By using pre-reading stage, the teacher can use some pictures, video, questions and analyze word association. Then, the teacher can provide interesting texts to motivate them. After giving the text, the teacher explains narrative text relating to the generic structure, language features and elements of story mapping as well as

the function. Then, the teacher divides the students into some groups to construct story mapping.

b. Whilst-reading stage

After the teacher divides the group, the teacher distributes narrative text and give them the outline of story mapping. By using picture as brainstorming in the text, the teacher asks the students such as "Who were the main characters?" "where did the story take place?" "what problem did happen mostly?" "How was the end of the story?". Then, the teacher can give comment of the students' response. After that, the teacher explains the use of story mapping technique to the students and how this strategy can help them in their reading comprehension. Next, the students read the text and identify the elements of the story. In group discussion, the students can state their opinion and discuss it with their group. After that, students can complete the correct answer into their own mapping.

This stage can be concluded that the students identify the main idea, find details message in a text, follow a sequence, summary the text, recognize the writer's purpose and attitude, and recognize the language feature of the story. So, teacher's role in this stage is to help both individual learners with their particular difficulties and the whole group.

c. Post-Reading

In post-reading, the teacher can measure students' understanding by asking some questions for evaluating and retelling the essence of the text. Then, the students answer the questions related to the information in story mapping. In the last activity, the teacher gives exercise to evaluate the students' success in using story mapping technique.

5. The advantages and Disadvantages of Story Mapping

According to Farris in Nurpitriyani (2015:28), story mapping has advantages and disadvantages for the students and teacher. There are some advantages of story mapping namely:

- a. Students will be more comprehend about the story, it focuses on the story elements that contains of setting, characters, sequence of events, conflict and resolution.
- b. Students will be easy to see the chronological order in the story.
- c. Students be facilitated to use their personal schema to recall the story elements.
- d. Students can guess what will happen in the next story by looking the element of story.
- e. Students can make their own story elements based on their creativity and imaginary. It will motivate them in learning reading comprehension.

On the other side, the story mapping also has the disadvantages. First, it

cannot be applied in other types of text such as descriptive, news item, report because story mapping only requires elements of story. Next, it takes a long time to teach a long word and it will difficult for the students if they are not understand the meaning of sentence in the text.

D. Relevant Study on Story Mapping

Story Mapping is a graphic representation of story elements. It is a technique in which the students create a visual representation of the story by writing the elements on a graphic organizer (Swanson & De La Paz in Widiastuti, 2015). In story mapping, the students can learn elements of narrative text such as setting, characters, problem, plot and solution. These are relevant study about this research, as follows:

1. Solichah (2017:30) “The Effect of Story Mapping on Reading Comprehension”. In her study, she was using an Experimental design. The participants of this study was the eighth grade students of MTs Babussalam Pagelaran Malang in the academic year 2013/2014. The result of the study was the the students can organize the information that they got from the reading material in effective way. They can find main idea, inference and imprpove the students’ vocabulary.
2. Kisfinata, et.al (2013:103) “The Effect of Using Story Mapping Technique on Reading Comprehension Achievement of the Eighth Year Students At Mts. Negeri Bangsalsari”. In their study, they used Experimental Design. The subejcts of the study are eight grade students from VIII C and D. The result of their study was the students of

experimental group could comprehend the text better than in the control group.

Based on previous study above, story mapping gives positive impact for the students to comprehend the text and organize the story element of narrative text well.

E. Basic Assumption

Reading comprehension is an activity to comprehend the information which is get from printed text and combine it into reader's previous knowledge. Unfortunately, to comprehend the text is difficult for students especially for narrative text. It is because reading narrative text, they will find new vocabulary, long passages and students' ability to save the knowledge into their memory. Then, there are some techniques that can be used by teacher in teaching reading comprehension. One of them is Story Mapping.

Story mapping is same as story grammar, because it is designed to help the students learn basic pieces of narrative text by using graphic organizer. Hamidah (2016:49) states that story mapping makes the students focus in analyzing the main characters, setting, problems, events and solution of the story. Story mapping allows the students to comprehend the story easier. This strategy is not only can improve reading comprehension, but also increase students' vocabulary, writing and imagination. Then it can motivate them to be proud with their work.

From the description above, it is assumed that story mapping can help students to comprehend the narrative text and it is effective to teach reading comprehension.

F. Research Hypothesis

Based on the assumption above, the hypothesis of using of story mapping is effective technique on students' reading comprehension.

