

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension Skills

One of the language skills that students must acquire is reading. The ability to comprehend a reading will be helpful in students' development because as long as they are still students in school, there is always activity related to reading. For example, when they will have a test, they must read the lesson. Besides, comprehension is also necessary if one wishes to learn from textbooks and manuals, enjoy great literature, or simply follow directions in a cookbook. Hence, comprehension is absolutely necessary for readers to reach the ultimate goal of reading.

However, reading comprehension is a complex process, it does not just happen. Readers need to pass some steps to reach the ultimate goal of reading. Bamberger (1975:13) indicates that 'reading is complex process which comprises various developmental stages'. Still, Bamberger adds that first of all, the readers must have a perceptual process during which symbols are recognized. In other words, the readers must be able to decode the words. After decoding process, the readers must construct meaning of those words. McNamara (2007, xi) states that 'readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text'. To help the reader decode each word, it is necessary to read the reading materials loudly. This is

supported by Dechant and Smith (1977:136) that 'the most usual way of teaching reading is to go through the spoken word'. Moreover, Nuttall (1981:19) says that 'reading aloud is often used as one form of pronunciation teaching'. Then, McNamara (2007: xi) emphasizes that 'comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text'.

Schell's 1972 study (Dechant and Smith 1977:237) remarks that there are three levels of comprehension. They are:

1. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentence in context.
2. Interpretation: getting deeper meaning—anticipating meanings, drawing inferences, making generalization, reasoning from cause to effect, detecting significance, making comparison, identifying purpose.
3. Critical reading: evaluating the quality, accuracy, or truthfulness of what is read.

According to Nuttall (1981:132), there are some attempts to classify reading comprehension questions according to their content. This is important to give practice in some important skills. The skills of reading comprehension can be exercised through answering kinds of questions such as:

1. Questions of literal comprehension

The answers of these questions are directly and explicitly available in the text.

2. Questions involving reorganization or reinterpretation

These questions require students to obtain literal information from various parts of the text and put it together, or to interpret information.

3. Questions of inference

These questions require students to ‘read between the lines’, to consider what is implied but not explicitly stated. Thus, the students must understand the text well enough to obtain the implication.

4. Question of evaluation

These questions involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it.

5. Questions of personal response

These questions require the reader’s opinion about the text based on correct understanding of the text.

B. Teaching Reading Comprehension to EFL (English as a Foreign Language) Learners

Reading in first language is different from reading in a foreign language. Reading in a foreign language is always frustrating for EFL learners. This is reasonable because the readers need much more effort to come to understanding. For foreign language learners, the purpose of reading in a foreign language is the language improvement. Thus, they need to learn the language in order to comprehend the reading materials and improve the foreign language acquisition. Nuttall (1981:3) says that if students do not have to use the foreign language outside the classroom, then the function of the foreign language is to be learnt. Moreover, the students will face new vocabulary and structure. This task is quite burdensome for some students

since no one likes to do something if he feels it difficult. This condition will result in students' lack of motivation to engage in reading class.

The problem of motivation has become the central problem for many language teachers; especially foreign language teachers (Nuttall 1981:4). Therefore, foreign language teachers must help students realize that reading is not just a linguistic exercise but is involved with the getting of meaning out of a text for some purpose. In addition, reading in a foreign language seems to be difficult for foreign language learners because of the lack of vocabulary and language structure. They always attempt to find the best words that fit the target language. However, no one can deny that vocabulary is indispensable for foreign language learners to improve their reading ability. Consequently, it is the major task for foreign language teachers to provide a learning condition which will be able to engage students enthusiastically in reading class and make it easy to learn. This is important because each student must find it easy, fun, and interesting in learning. Hopefully, the students will enjoy the teaching-learning process and not feel foreign language learning as a burdensome activity.

Topping (1968:95) remarks that literature is the most expressive function of a language so that it becomes the vital part in teaching language. However, there are several people who are less motivated in reading and appreciating literature; whereas, greater appreciation of literature increases pleasure in reading. This is due to the fact that the writer of literature does not

tell the main idea explicitly. Therefore, the readers must have ability in figuring out what idea that the writer is trying to convey.

Chesla (2001:133) remarks that finding the main idea or main theme in literature is not totally different from finding the main idea in other texts. If the reader looks carefully for the clues, they can uncover the meaning of literature. What the readers have to do is reading between the lines. This sometimes has made some people become reluctant to read literature. Most importantly, everyone cannot deny that literature contains many things to learn; especially for foreign language learners. Literature is rich both in vocabularies and ideas. Therefore, reading literature in a foreign language intends to enrich the students' vocabulary and give a new perspective of life.

C. Kinds of Texts in Teaching Reading Materials

Teaching reading is very important in order to make students master in English. Students need to be introduced with as many reading materials as possible, because in the future it will help them to get many information and knowledge by the language.

In learning reading comprehension, the students are expected to comprehend a text. Interesting material is one of the creative ways of teaching that can increase the student's interest.

Based on Current Curriculum used, namely Kurikulum Tingkat Satuan Pendidikan (KTSP), as the guideline to teaching learning process for English language teaching in most particular, there are four language skills

that should be mastered by the students. Such as, Listening, Speaking, Reading and Writing. In order to achieve reading skill, the students have to read several kinds of functional texts. They are Descriptive, Recount, Procedure, Invitation and Narrative. In this case, the writer focused on reading narrative text through Local Legends.

There are several kinds of the text as follow:

1. Descriptive Text

Description is to produce the ways things look, smell, taste, feel, or sound. It may also evoke moods, such as: happiness, loneliness, or fear. It is use to create a visual image of people, places, events of units of time days, and time of days or reasons. It may be used also to describe movement of appearance of people. It may tell about the people character or personality.

In addition, descriptive text structure is as follows:

- ❖ Providing information about a topic, concept, event, object, person, idea and so forth.
- ❖ Describing facts, characteristics, traits, and features, usually qualifying the listing by criteria, such size or importance.
- ❖ Connecting ideas through description by listing the information, characteristics or attributes of the topics.

2. Recount

Recount text tells the reader what happened. They retell a past event e.g. a shopping centre. Recounts begin by telling the reader who was

involved. This is called orientation. The sequence of events is then described in some sort of order e.g. time.

The texts consist of:

- ❖ Title (optional): it usually summarizes the text and informs specific participants (e.g., I, my friends, my family)
- ❖ Setting or orientation: it provides the background information. It answers the question: Who? When? Where? Why? What experience?
- ❖ List of events: it present events: What people do? It tells events chronologically. It uses conjunctions or connectives like: first, next, then, finally and so on. They so the sequence of events.
- ❖ Reorientation: it presents the concluding comments. It expresses the author's personal opinion regarding the events described.

3. Procedure

Procedure Text is a specified series of action, acts or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking this word can indicate a sequence of activities, tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described the result, product or outcome. A produce usually induces a change.

Procedures help us do a task or make something. They can be a set of instructions or directions e.g. step by step method to germinate seeds.

The text below is an example of a procedure. The labels show the structure and language features of procedure text.

- Procedures begin by outlining an aim or goal
- Sometimes there is a list of the materials and equipment needed
- The steps are then listed in order

4. Invitation

Invitation text refers to text that is used to invite someone else to come at certain parties or events. Here some simple definition of invitation text:

- Invitation text is act of inviting
- Invitation text is the written or spoken form with which a person is invited
- Invitation text is something offered as a suggestion: an invitation to consider a business merger
- Invitation text is attraction or incentive, allurements.

5. Narrative

A narrative text or story is a text constructed or created in a suitable format (written, spoken, poetry, prose, images, song, theater or dance) that describe the sequence of fictional or non-fictional events (Muller and Reynolds, 1990:157).

There are many types of narrative text. They are typically imaginary but can be factual. They include fairy stories, mysteries, signs, fictions,

adventures, romance, horror stories, fables and moral tales, myths, and legends historical narrative. In this research, the writer focused on teaching narrative text through local legends.

The generic structure of narrative text consists of three parts, they are:

1) Beginning of The Story (Orientation)

Orientation includes the title and the introduction of the characters of the story, the setting of time and place.

2) Story Development (Complication)

This part tells about problem(s) to be resolved by the characters. Complication is the most exciting part of the story. Since it is about the main character who deals with problems that must be solved, the readers will have a new point of view and learn how the characters encounter the problems.

3) The Ending of The Story (Resolution)

Resolution concerns with how the main character resolves the problems. It leads the story to the end. A good story always leaves a message; good will be rewarded and evil will be punished.

In addition, significant grammatical features of the narrative text that the students must acquire focus on specific and usually individualized participants, the use of material processes (action verbs), the use of relational processes and mental processes, the use of temporal

conjunctions and temporal circumstances, the use of past tense (Sofian, 2007:3).

D. Teaching Narrative Using Legend

Legend is stories which are regarded as true by the narrator and his audience and they happened in less remote past. They are more secular than myths and the characters are human.

According to Holman and Harmon (1986:273)

“Legend is a narrative or tradition handed down from the past. A legend is distinguished from a myth in that the legend has more of historical truth and perhaps less of the supernatural. Legends often indicate the lore of a people and, in this way, serve as at least partial expressions of a racial or national spirit.”

A legend is a story from the past about a subject that was or is believed to have been, historical. Legends concern people, places, and events (Donna Rosendberg, 2000:17). Usually, the subject is a saint, a king, a hero, a famous person, or a war. A legend is always associated with a particular place and a particular time in history.

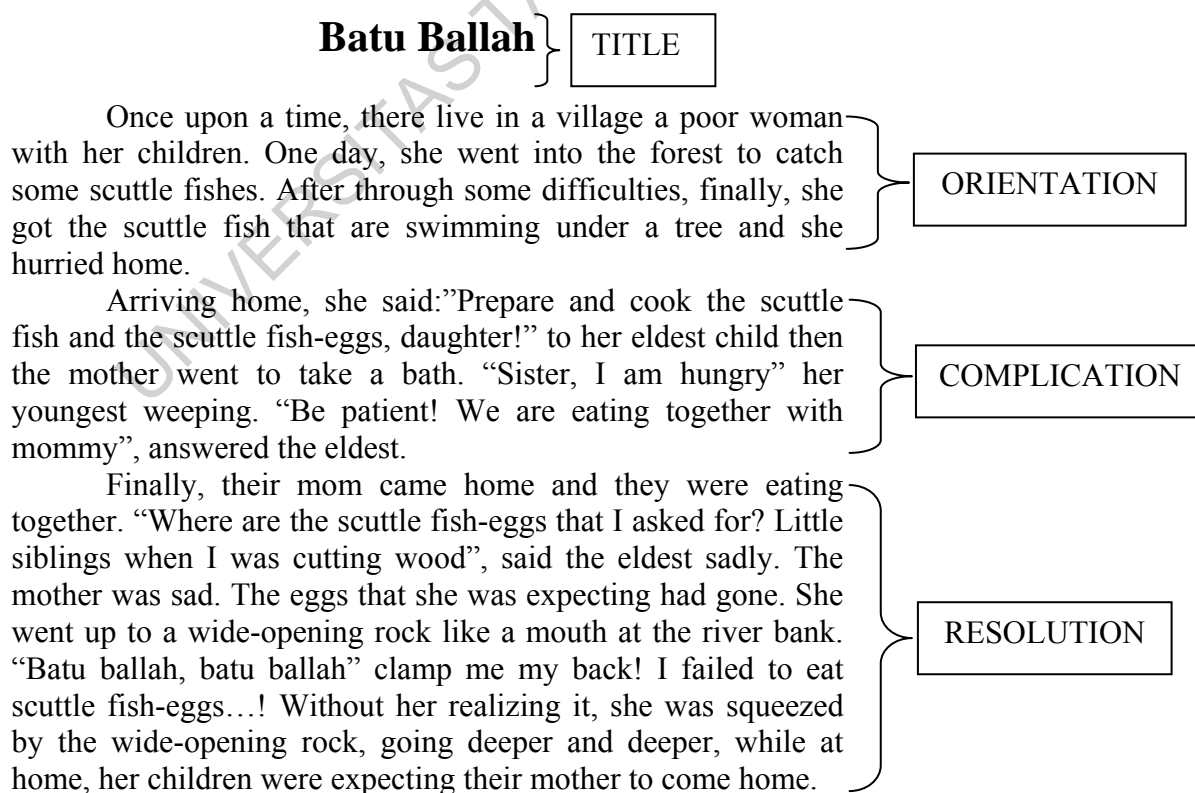
E. Teaching Reading Narrative Text through Local Legend

It is not easy to make a classroom as a joyful place for both the teacher and the students in teaching-learning process. Actually, it is essential for the teacher to create an atmosphere of interesting and fun learning, especially in foreign language learning. However, some students always consider English as a difficult subject to learn, boring and frightening. Those feelings keep the students' interest away from the motivation to learn. Then,

they tend to look themselves incompetent to learn English. This makes sense because students have general fear about learning a foreign language.

To help the students comprehend the story, the writer provides the students with local legends as a teaching material. It is the more suitable choice for learning story in learning narrative text because of it happened close to the students' area, transmission of value and entertainment value. In addition, narrative provides the readers with enjoyment when they encounter the climax and resolution of the problem. This is the most exciting part of narrative.

The generic structures of narrative text in the local legend that will be learning are:



Grammatical Features (optional)

1. Focus on specific and usually individualized participants
For example: old widow
2. The use of material processes (action verbs)
For example: She always wanted to look rich and beautiful.
3. The use of relational verbs and mental processes
For example: Her daughter was very beautiful but also very lazy and arrogant.
4. The use of temporal conjunctions and temporal circumstances
For example: At last, the mother cannot hold the pain anymore.
5. The use of past tense
For example: She lived with her daughter.

By reading local legend text, the students can easy to comprehend the narrative text and they interested in reading narrative text. Besides, they also would appreciate their local stories. Furthermore, reading class became enjoyable.

1. Teaching Procedure

In this research, the writer works with the real English teacher of class A as her collaborator. The writer as the teacher and the collaborator observed the entire situation happened in the class and fill the field notes. The procedures of teaching reading narrative text, as follows:

a. Pre-Activities

- The teacher greets the students.
- Brainstorming by giving some questions to the students about the story/legend.
 - Do you like story?
 - Have you ever been heard local legend from our province (West Kalimantan?)

- Tells the students that they are going to learn about narrative text.

b. Whilst-Activities

- The students are introduced to the nature of narrative text by the teacher.
- Each student keep a notebook on information covered in teaching and learning process.
- The students listen to the teacher to read the local legend text and repeat after the teacher.
- The students listen to the teacher explanation about:
 - ☞ Local legend
 - ☞ The generic structure of narrative text in the story
 - ☞ Grammatical features of narrative text in the story.
- The students identify the generic structure of a story (narrative text) by mapping the elements of the text.
- The students identify grammatical features of narrative text in the story by underline the words/phrases.
- The teacher and the students discuss about difficult words in the legend text.
- The students do the essay test individually.

c. Post-Activities

- The teacher asks the student's difficulties during teaching learning process
- The teacher concludes the learning material

- The students and the teacher find out the moral value/moral lesson.

2. Reading Assessment

In order to the assessment is able to measure the students' reading comprehension well, thus, a teacher should understand several levels of students' reading comprehension. Schell's 1972 study (Dechant and Smith 1977:237) remarks that there are three levels of comprehension that must be passed by students in reading comprehension, as follows :. They are:

1. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentence in context.
2. Interpretation: getting deeper meaning—anticipating meanings, drawing inferences, making generalization, reasoning from cause to effect, detecting significance, making comparison, identifying purpose.
3. Critical reading: evaluating the quality, accuracy, or truthfulness of what is read.

This research focused on local legends as teaching materials. To measure the students' reading comprehension in narrative text, the assessment focused on the questions about the generic structure of narratives text (orientation, complication and resolution/moral values). In order to make the clear assessment, thus the researcher made her own personal rubric which consists of those three aspects above,

Rubric Score

| Category | Number of Items | Score for Each Item |
|--------------|-----------------|---------------------|
| Orientation | 1, 2 | 10 |
| Complication | 3, 4 | 25 |
| Resolution | 5 | 30 |
| Total | | 100 |