

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Definition of Reading**

A fundamental ability that is connected to writing, speaking, listening, and other abilities is reading. Students must read extensively and comprehend what they read if they are to learn more effectively. Reading studies examine the relationship between the processes of knowing and understanding, record the social and cultural practices that influence meaning-making, and assess how digital technologies affect reading. According to (Moje et al., 2020), they represent interrelated systems with a variety of levels of influence, from macro (state and society systems) to meso (school and education policies and systems) to micro (student learning and their learning spaces) (classrooms, informal learning spaces, homes, and families).

Furthermore, according to Cahyono (2011:57), reading is a way for writers and readers to transmit information. The purpose of reading is for the reader to understand the concepts presented by the author in printed form. Reading is a complex mental process that involves both conscious and unconscious thoughts. By using information from the text and pre-existing knowledge, readers use various techniques to construct the meaning that the author wants to convey.

A significant portion of the population can read, according to Peter (2017), who also claims that reading is a skill that must be developed through conscious effort. This process typically starts in the first language at the beginning of formal education. As we've seen, the purpose of reading a text and the amount of information we need from it will affect how we read it and how we strike a balance between top-down and bottom-up processing. To put it another way, reading involves word recognition, intelligence, and sensing, all of which are connected to the pertinent details required to comprehend the message being communicated.

According to Nicole (2018), text comprehension is a complex process that calls for the fusion of systems related to text, language, cognition, and society. Several skills and strategies must be used in order to read comprehension. The order of the strategies is as follows: skimming, scanning, extensive reading, and intensive reading. According to the Cambridge Dictionary, comprehension is the capacity to completely comprehend and be aware of a situation, piece of information, etc. Finding references, locating the topic and main idea, locating the tone and purpose of the writing, locating details and factual information, locating concluding words, identifying the author's attitude and tone, and identifying quotations are all examples of reading comprehension skills. Reading comprehension is the process

of learning to recognize and comprehend words in a text. Based on the definitions given above, you can also use reading comprehension to help you increase your vocabulary and write better. Interaction and communication between the writer and the reader occur during the reading process.

It is not by accident that reading is a fundamental life skill and a source of entertainment. It is a talent that must be cultivated from an early age. Erna and Iftanti (2015: 365). It brings me joy to read. Students who read well are able to maintain their reading habits, enjoy it, and make sure they do so. The most crucial task in any language class is reading. In addition to being a fun pastime and a source of information, reading helps you expand and solidify your language skills. Reading is a great way to broaden your horizons and learn about other cultures.

### **1. Types of Reading**

Typically, there are two categories of reading: extensive and intensive. The definitions and traits of each type vary. The following is a definition of each type:

#### **a. Intensive reading**

Reading shorter texts for specific information, such as anecdotes or brief, descriptive stories, is known as intensive reading. Reading more intently and attentively, or reading for details, is called intensive

reading. Every text in this course is read attentively and completely to ensure maximum understanding. Before, during, and after reading, the teacher offers direction and support to students who engage in intensive reading. Students work on tasks that call for them to examine in-depth a number of carefully chosen textual elements.

In order to comprehend literal meaning and rhetorical relationships, students in intensive reading classes pay close attention to grammatical forms, discourse markers, and other surface structure details.

b. Extensive reading

Extensive reading is considered high-level reading, according to the report the researcher obtained from the Intensive Reading Guide. Extensive reading refers to the high-level reading that students must perform in order to fulfill their reading program requirements. Students can become proficient readers of medium-level fiction texts (300–400 words), including fairy tales, folktales, and short stories, and can also grow to love reading through extensive reading. Along with giving students the ability to analyze stories and the expectation that they will learn lessons from them, they can also help them expand

their vocabulary by teaching them to recognize idioms and figurative expressions. Finally, they can help students share with one another what they have learned from reading. D. Renita (2014:4).

What do you do as soon as you receive a reading assignment? If we're like the majority of students, we'll probably glance at the title before reading the opening line of the introduction. The majority of students are either unaware of reading strategies or have never heard of them. The majority of students lack the time necessary for these tactics.

Intensive reading is a method of teaching languages where students must read a lengthy text or a lot of material in order to fully comprehend it, primarily for their own enjoyment. Individualized reading entails letting students pick the books they want to read, reading them on their own without assistance from teachers, and not having to complete any assignments afterward. When they find the reading too challenging or boring, they are also urged to put it down. All RE classes, regardless of their content, intensity, age, or language proficiency, can incorporate intensive reading; the only prerequisite is that the students must already possess a foundational

understanding and literacy in a foreign language. Reading a lot is part of the free voluntary reading approach, which focuses on reading on one's own initiative and freely. Sustained Silent Reading and Independent Reading are two more examples.

## 2. Reading Comprehension

It's critical that middle schoolers become proficient readers. Making sense of printed material is reading comprehension. The interactive process of comprehension calls for the integration of reading content and past knowledge. According to Cahyono (2011:59), comprehension is the ability to comprehend how printed words are represented. The translated words are understood and known to the readers.

According to Cahyono (2011:58) asserts that comprehending text entails taking context-appropriate information and putting it together to form a new whole. It is the process of analyzing the text to derive meaning from the reader's prior knowledge. It is necessary to have prior knowledge or general world knowledge in order to comprehend the text. Previous details are communicated verbally. When they comprehend a passage, they essentially tell themselves, "The author must have meant something similar to what I have experienced, based on my experience with

words related to this topic or situation." As a result, they create a meaning for the words in the text based on their prior understanding of them. When a word's meaning is unclear, it signifies that the reader is unfamiliar with or lacks experience in that field.

Reading comprehension, according to Snow (2002:11), is the act of concurrently generating and constructing meaning through interaction and participation in written language. Readers must interact with the text in order to comprehend a topic by making connections between the text's issues and their prior understanding of the conventional meanings it contains. The application of metaphors to enhance understanding The goal of this exercise, according to Catherine (2008:82), is to use metaphors to reinforce a concept. By associating new information with particular prior knowledge, metaphors help learners grasp concepts better and improve learning.

Anyone who wishes to increase their knowledge and information must be able to read comprehension. Some students occasionally struggle to comprehend the material they have read and as a result, they gain no knowledge from it. Teachers ought to focus on this matter more as a result.

Comprehension entails three elements:

1. The readers who is doing the comprehending
2. The text is to be comprehended
3. The activity in which comprehension is a part

There are two main approaches that reading comprehension is taught in schools. One method is to assign readings to students along with comments or questions they need to answer about the material. The questions and comments can address anything from the meaning of particular words to the text's overall main idea. This approach highlights the key components of reading comprehension. Reading groups are another popular approach to reading and teaching reading comprehension. Students alternate reading aloud in reading groups. When a student is struggling, the teacher usually helps out and occasionally offers advice or poses text-related questions. This method works very well; teachers typically ask questions that are interpretive and deal only with basic problems. Our The suggested method incorporates aspects of the two well-liked methods in an effort to provide more thorough remarks and queries. Riswanto et al. (2014) claim that this method is comparable to process-oriented curricula that are currently in use, like the questioning method.



There are two aspect of comprehension processes that we think are importance to teach;

1. Comprehension Monitoring
2. Hypothesis formation and evaluation.

Recent studies on metacognition have led to the concept of comprehension monitoring. The ability of students to gauge their level of comprehension while reading a text and to intervene when necessary to speed up the process is known as comprehension monitoring. We will go into great detail about the different kinds of comprehension issues that students should be aware of and the kinds of corrective measures they should implement in the next section.

Students should be evaluated not only on their comprehension skills but also on their ability to apply information from the text to formulate theories about what occurred or could occur in the future, assess these theories in light of new information, and revise their theories if evidence suggests they are incorrect. The role of hypothesis generation and revision is heavily stressed in current AI approaches to comprehension.

In order to enhance students' reading comprehension, educators ought to: 1) Offer reading materials. 2) Make certain that students read texts that

push but do not demoralize them, at the ideal level of difficulty. 3) Instruct pupils to go over the material again. 4) Encouraging social negotiation of meaning by giving students the opportunity to debate what they have read with other students. The idea that teaching comprehension strategies directly can improve text comprehension is one of the most significant findings to come out of reading instruction research in the last fifteen years. Making assumptions based on past knowledge, identifying key concepts, locating sources of information required to answer questions, and employing narrative or text structure to improve comprehension are just a few of the simple reading strategies. Additionally beneficial to English language learners should be reading instruction that focuses on understanding meaning while teaching skills in context, arranges the text, builds on their past knowledge and experience, and permits group discussion of the read material. O "Meli (1996:95)

### 3. Teaching Strategy

The thought processes teachers employ to acquire and apply the target are known as teaching strategies. A strategy is a set of thought processes or actions associated with a specific phase of the language learning or usage process.

In order to support effective teaching strategies, teachers should ideally possess strong professional and pedagogical competence. One aspect of a teacher's job is to judge the appropriate course of action to take when something unexpected happens in the classroom. Effective educators are able to seize the unexpected and turn it to their students' and their own benefit. or teachers have chosen to carry on with their work in spite of the fact that it has deviated from their original plan. Harmer (24 July 2007). An excellent instructor must be aware of what to do to maintain the smooth operation of the teaching and learning process in spite of unforeseen circumstances. Teachers are required to plan additional activities to carry on the teaching and learning process, regardless of what happens during that process.

One of the things that can influence the teaching and learning process in a positive or negative way is the role of the teacher. For students, the teacher's role in the classroom is crucial. It is essential that educators serve as resource providers, watchdogs, evaluators, and educators. There are various methods by which teachers can assess their students' abilities. When it comes to instruction, students usually regard instructors who demonstrate objectivity and try to

establish a rapport with each student. not just those who raise their hands all the time, but every student in the class. A good teacher should also make an effort to control talkative students and draw the attention of quiet students. If a teacher gives some students more attention than others, those students may grow to expect special treatment and may interpret the teacher's attention as permission to act too domineering in the classroom. This can make it challenging for the teacher to work with those students in the future. In addition to fostering and preserving positive relationships, treating every student fairly is a mark of professionalism. Harmer (2007:27)

The teacher's treatment of each student is crucial in this situation because, if he is not equal to them all, some will gain dominance over the others. Teaching involves more than just developing the teacher-student relationship; it also entails the teacher's responsibilities. Throughout the teaching and learning process, educators must conduct themselves professionally. To ensure that their instruction goes smoothly, teachers must get ready before beginning the teaching and learning process. They can also use it to arrange activities that are specifically matched to the lesson that will be taught.

Classroom management is one of the key components of teacher skills that goes into teaching strategies. Teachers can use it to invite their students to take part in a range of activities. For instance, classroom management, according to Gebhard (1996: 69), is the way instructors set up the activities that take place in the classroom. The way that students interact in the classroom can be shaped by the teacher, and this can be achieved through a variety of interrelated strategies, including how much the teacher talks and what she says, how she asks probing questions, how she gives directions, how she keeps students on task, and how she uses language that the students can understand. Establishing a classroom environment that supports meaningful English communication is the aim of classroom management.

#### 4. Strategy for Teaching Reading

Reading, according to Cahyono (2011:61), is the process of interpreting and attaining meaning through the interplay of memory traces from the reading experience and the perception of graphic symbols that represent language.

The goal of reading and comprehension are inextricably linked. What needs to be accomplished

after the reading process will depend on each goal. Accurate knowledge of the reading that is read or communicated is necessary for reading comprehension. Three types of reading strategies are identified by Kahyono (2011:61): bottom-up, top-down, and interactive strategies.

Reading is a skill that is utilized in every subject and has a big impact on how successful students are in the classroom. Students' perspectives on a text can be altered by using reading strategies. According to Durkin (1993), comprehension is the cornerstone of all reading processes and the highest level of reading ability. Some reading strategies are summarized below:

1. Activating prior knowledge

One reading strategy that is used before students are introduced to the reading material is activating prior knowledge. Rereading exercises are used by teachers; these exercises can be journaling or class discussions. This enables readers to draw connections between new information from the text and what they already know.

## 2. Clarifying

Making the reader understand the text's meaning is the goal of clarification. Throughout the reading, this reading technique is applied. To help them understand the text better, teachers can instruct students to visualize, reread, ask questions, and retell.

## 3. Context Clues

Context clues provide the meaning of an unfamiliar word by utilizing the words that surround it. Vocabulary instruction can be combined with this reading technique. Before going straight to the dictionary, teachers should encourage students to use context clues while they read to become familiar with unfamiliar words.

## 4. Drawing Conclusions

After reading, one reading strategy is to draw conclusions. When students draw conclusions, in order to understand concepts that are not stated clearly in the passage they are reading, students use written or visual cues. By creating thought-provoking questions regarding the reading, educators can encourage this reading strategy. Students respond with their own ideas, opinions, or

thoughts based on what they have read after finishing the material.

#### 5. Evaluating

One reading technique that is used both during and after reading is appraisal. It entails pushing the reader to draw conclusions, form judgments, and generate ideas from what they've read. Instructors can design evaluation questions that push students to analyze texts critically and draw conclusions about them in general.

#### 6. Inferring

Summarizing is the process of drawing logical conclusions from the facts or evidence provided and applying prior knowledge to aid the reader in deciphering the text's deeper meaning. You use this reading technique as you read. Using a sentence from a text as a model, students can practice inference. Next, request that students express the clear meaning both the explicit and implicit meanings of the sentence.

#### 7. Predicting

Making predictions about the text's future events is called prediction. Then, as they read, readers confirm or refute their predictions. One



reading technique that is used both before and during reading is anticipation. The Think, Pair, Share method is one technique that can be used in conjunction with this reading strategy. After they have made their predictions and shared them with a partner, have the class discuss them.

#### 8. Rereading

One reading technique that helps readers comprehend challenging texts is rereading. Students should practice by rereading an excerpt to ensure they understand it and provide an example of when it can be beneficial to do so.

#### 9. Restating

Retelling is a reading technique where the reader summarizes, condenses, or retells the significance of a chapter or section, expressed verbally or in writing. You can use this strategy for reading while you read.

#### 10. Setting a Purpose

Before reading, this reading technique is applied. The reader gains focus when they set goals. Students can be taught this reading strategy by having them read the requirements and make a list of the reading task's instructions. Next, the students

ought to explain the purpose behind the reading assignment. You can eventually start encouraging students to make reading goals for themselves.

### 11. Skimming and Scanning

Two reading techniques that can assist readers in extracting particular information from text are skimming and scanning. It is important to teach students when it is appropriate to scan or flip, like when searching for a specific answer, and when it is not, like when reading comprehension passages. A reading strategy called "skimming" is used to swiftly "organize" a chapter or section. One quick reading strategy to locate specific information is scanning.

Details. You can start by introducing students to skimming and scanning by providing a list of helpful textual cues, like bold, capitalization, dates, key words, etc. Short passages are a good way to practically practice scanning and skimming to become proficient.

### 12. Visualizing

As part of a reading technique called visualizing, students are encouraged to create mental images that as they read the text, come to mind. To improve comprehension, this is done while reading.

One way to introduce this reading strategy to students is to read aloud a descriptive passage while they close their eyes and visualize the content. After that, they sketch or write what they observed and explain how the text backs up their claims.

Not every reading technique is covered in this list. As a teacher, it is your responsibility to select the methods that your pupils respond to. By adjusting these reading techniques, students' understanding, retention, and topic mastery will all improve.

## **2.2 Definition of Story Grammar Strategy**

The elements of a story, such as the title, author, setting, primary characters, conflict and resolution, events, and conclusion, are referred to as story grammar strategies. The interactive reading concept of story grammar strategy is predicated on the notion that the reader needs to be cognizant of the text's structure. This conceptualization views reading comprehension as an interactive process that involves the reader and the text exchanging ideas or conducting a transaction. In order to create meaning, readers engage with the text and make connections between concepts and prior knowledge. The author will assess the effectiveness of this strategy in teaching reading comprehension and enhancing

students' performance in reading narrative texts based on the aforementioned explanation.

Additionally, Mahmood and Nazal (2010:32) outline the benefits of the story grammar approach. This tactic can help students with their vocabulary, writing, and imagination in addition to improving their reading comprehension. All levels can apply this tactic. It may inspire pupils to take pride in their work. Students working alone, in pairs, in groups, or during class discussions can all accurately use it. Story grammar is very helpful, to sum up.

Studies reveal a strong correlation between text comprehension and knowledge of text structure. Readers 'achieve greater success in identifying important information and relationships between ideas' when they comprehend the structure of a text. Hall and others (2005), 215. Likewise, enhanced comprehension is linked to language learning that emphasizes raising awareness of narrative text structure. Hogan and associates (2011). Narrative texts have a very predictable structure. These texts have fundamental structural elements, sometimes called narrative grammar, which include knowledge of the story's setting, characters, issue, solution, and resolution. Brewer & Harp (2005). A framework for comprehending narrative texts is provided by narrative grammar.

The fundamental framework of a narrative text is known as narrative grammar. It is a set of guidelines meant to characterize the recurring elements found in narrative texts. These guidelines outline the components of the story, their placement within it, and their relationships with one another—that is, the internal organization of the story. According to cognitive load theory, a story's grammatical structure can serve as a schema for creating a full narrative. Character, setting, early events, internal reactions, plans, experiences, consequences, and ending are among the components of story grammar Miller (2013: 26).

This is followed by answering the guiding question and discussing the structure of the episode. The guiding maybe similar to the following:

Setting	Where did the story happen? When did the story happen?
Characters	Who was the story about? Who were the people in the story? Who was the most important person in the story?
Problem	Did the people have a problem? What was the big thing that the story was about?
Action	What did the people do to solve the problem?

	What were the important things that happened in the story?
Resolution	How did the people solve the problem? How did The story ends?
Theme	What lesson could we learn from the story?

### 2.3 Previous Study

The first previous study by Sartika (2014) from UPI (Indonesian University of Education) In order to ascertain whether using narrative grammar can enhance students' understanding of narrative texts and their reactions to using it in teaching, Bandung carried out a study. In order to observe, analyze, and comprehend the phenomenon of using narrative grammar in reading comprehension of narrative texts, this study employs a qualitative research approach in the form of a case study. Thirty ninth-grade Kuningan Junior High School students participated in this study. In this study, questionnaires, interviews, and observations served as the research instruments. The findings demonstrated that raising students' reading comprehension levels through the application of narrative grammar strategy was successful. Based on the questionnaire, the majority of students' responses regarding the use of narrative grammar are positive. This first study and mine share the goal of

determining whether or not story grammar has an impact on students' reading comprehension. However, our approaches are different in that I employ a quantitative research design, while theirs is qualitative.

Second, Lasmiatun (2016) from IAIN (State University of Islamic Studies) Tulung Agung carried out a study to look at how story grammar techniques are used in the classroom and how beneficial they are for the students. She made field notes, conducted interviews, and conducted observations as part of her qualitative research. Students in the second grade at MTs (Madrasah Tsanawiyah) Al-Ma'arif Tulungagung Agung participated in the study. It was discovered that the teacher used the story grammar strategy in the classroom and broke the learning process down into three sections. Students can benefit from this strategy by using it to increase their vocabulary, write more, and use their imagination. My research and this second research share the use of story grammar; the only distinction is that I use a quantitative approach, whereas they use a qualitative one.

Third, Mundari (2013) from the University of Lampung carried out a study to look at how story grammar techniques are used in the classroom and how they help the students. Making field notes, conducting interviews, and conducting observations as part of qualitative research.

Students in the second grade at MTs (Madrasah Tsanwiyah) Al-Ma'arif Tulungagung Agung participated in the study. When using the "story grammar" strategy in the classroom, it was discovered that the teacher separated the learning process into three sections. This strategy can help students by increasing their vocabulary, writing, and creative thinking. My research and this second research share the use of story grammar; the only distinction is that I use a quantitative approach, whereas they use a qualitative one.

While Mundari (2013) discovered an increase in students' reading comprehension achievement in senior high school, Sartika (2014) and Lasmiatun (2016) only looked at the process of implementing narrative grammar strategies in the classroom without finding student improvement after teaching narrative grammar strategies.

#### **2.4 Hypothesis**

**Research Hypothesis** The hypothesis of this study is called the alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ). The hypotheses are as follows:

$H_0$ : The use of story grammar strategy has no effect in teaching reading to VIII grade students of SMPN 16 Bengkulu City in the academic year 2023/2024.



Ha: The use of story grammar strategy has an effect in teaching reading to students in grade VIII of SMPN 16 Bengkulu City in the academic year 2023/2024.

## 2.5 Conceptual Framework

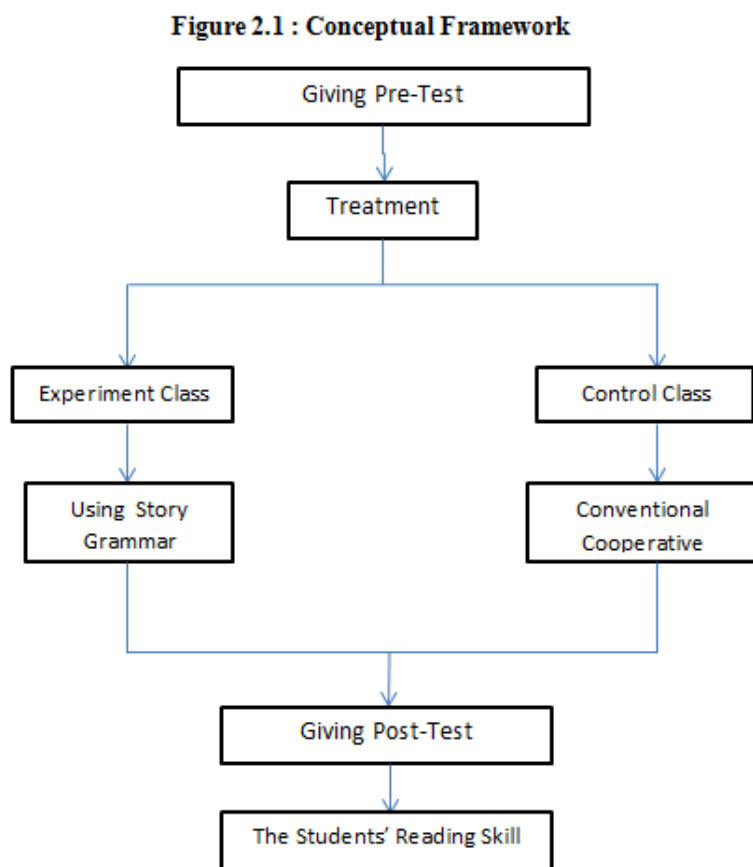
The literature and the study's setting indicate that speaking is a skill that students must acquire. The most crucial aspect of learning a language is speaking, which is why students speak more in class. It is clear from the literature and the study's setting that reading and writing are critical abilities for students to acquire. The most crucial component of teaching and learning a language is reading. Because reading requires interaction between the reader and the text, it is an active process. A reader's brain must process the information they read while they are reading a text. Pupils are in constant contact with new material, particularly as they advance through the grades and transition from "learning to read" to "reading for knowledge." Chall (1983).

Learning to read, write, and speak in English can be challenging for students, which deters them from trying. One of the things that makes students less motivated to learn to read is the use of instructional materials that they find less engaging. This has a significant effect on the outcomes that students obtain. Teachers must employ attention-grabbing teaching methods in their reading classes in order to get

around this issue. The conceptual framework of this research is as follows:

The conceptual framework of this research is as follows:

**Figure 2.1 : Conceptual Framework**



The researchers conducted learning in two classes using the framework mentioned above. The classes under experimentation and control. The researcher employed the story grammar strategy in the experimental class to facilitate speaking instruction and learning. The researcher employed the story grammar strategy during the teaching-learning process, in contrast to the control class.

