CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoritical descriptions and (2) previous related studies.

2.1 Theoritical Description

In this part, it deals with: (1) concept of teaching reading, (2) concept of narrative, (3) concept of Survey, Question, Read, Recite, and Review (SQ3R) strategy, and (4) concept of Experience-Text-Relationship (ETR) strategy.

2.1.1 The Concept of Teaching Reading

Teaching is a teacher's process to transfer the knowledge and the students receive it. According to Brown (2007, p. 7– 8), teaching may be defined as showing or helping someone to learn how to do something, providing with knowledge and causing to know or understand.

Teaching also correlates with reading, where the teacher must provide, plan, and teach the effective reading program for students (Maharaj, 2008, p. 7). In addition, reading has been emphasized in the holy-Qur'an thrice that reading is important to teach. It has been carried out since the holy-Qur'an wa revealed from God to Muhammad saw as follows:

قَالَ لَهُ مُوسَىٰ هَلۡ أَتَّبِعُكَ عَلَىٰٓ أَن تُعَلِّمَنِ مِمَّا عُلِّمۡتَ رُشۡدًا ٦٦

Meaning: "Musa (Mose) said to him (Khidr) "May I follow you so that you teach me something of that knowledge (guidance and true path) which you have been taught (by Allah)?." (Q.S. Al-Mujadillah : 11)

From that Ayat, it can be assumed that Allah will raise the person who had knowledge, and knowledge is very important in our life.

In reading, Buehl (2014, p. 3) also states that reading as an activity that focuses on the ability to identify written words, recognize their meanings, and comprehend an author's message. Ellsworth, Hedley & Baratta (2009, p. 221) also argue that there is no meaning inherent in the text alone; rather, meaning can only be contsructed as the reader transacts with text. In the process of reading, the reader interacts dynamically with the text. The reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipated social interaction and communication.

When teaching reading, we need to decide our intended learning outcomes of reading and select appropriate texts in terms of motivating and interesting content and the level of difficulty of the text. It is supported by Farrell (2008, p. 23) that the concept of teaching reading is to help students become more aware help their own habits, good or bad, as reflected on reading process.

From the definition above, it can be assumed that teaching reading is to teach the learner to construct the meaning to gain informarion and knowledge fro the text individually or in groups. The information can be related to their lesson or only for their pleasure. The teachers of English have to share the material in reading based on what the students need.

2.1.1.1 The Principles of Teaching Reading

There are eight principles in teaching reading (Brown, 2000, p. 313-315), they are:

(a) In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.

(b) Use techniques that are intrinsically motivating.

(c) Balance authenticity and readability in choosing texts.

(d) Encourage the development of reading strategies

(e) Include both bottom-up and top-down techniques

(f) Follow the "SQ3R" sequence

(g) Subdivide your techniques into pre-reading, during-reading, and after-reading phases.

(h) Build in some evaluate aspect to your techniques

2.1.1.2 The Procedures of Teaching Reading

There are many experts showing the procedure of teaching reading. Veigh (2013, p. 1-2) states that there are three procedures of teaching reading, they are:

a) Prereading Activities

Develop prereading activities to prepare your students for the reading process. This sounds like a basic idea but, in fact, this is the step that is most commonly skipped by teachers even though research has shown that it has the most positive effect on comprehension. Before your students begin reading,

introduce some schema-building activities. Schema means the framework or context of knowledge that a person brings to a new idea or experience.

For example, if you have grown up in a cold climate, you probably have a very different understanding of snow and winter than a person who was raised in a warm climate. Take some time at the beginning of the lesson to help students realize what they already know about the reading topic, especially if the subject matter is unfamiliar to students. Some prereading tasks include:

(a) Discussion questions: You can also raise students' awareness of what they are about to read by posing questions for them to discuss before reading.

(b) Vocabulary: Depending on your views about vocabulary learning, you might want to preteach unfamiliar vocabulary words to students before beginning the reading.

(c) Skimming: Ask students to preview the reading by skimming the text quickly, just reading headlines or the topic sentences of paragraphs. You can discuss with students when this type of previewing is especially useful.

b) During-Reading Activities

While students are reading, you can also ask them to take part in during-reading activities. These might include keeping an important question in mind as they read. You can also ask students to re-read the text to find specific details or to underline or take notes as they read. The idea is get students to read actively

and to engage with the text. Select a task that will require them to think as they read, not just skim over the words.

    c)   Postreading Activities

After students have read the passage, you can engage them in postreading activities. Many reading textbooks make use of comprehension questions at this point. Although basic comprehension is important, in the postreading activities you should move students into critical thinking tasks. For example:

    (a) Ask students to analyze a text critically and evaluate it.

    (b) Ask students to consider in which lines of the text the author gives factual information, as opposed to just giving his or her own opinion.

    (c) Call on students to point out any particular signal words that indicate fact or opinion.

2.1.1.3 The Strategies of Teaching Reading

In order to guide the students to use helpful strategies when the read in a foreign language, the teacher should have some strategies in every meeting in order the students be motivated and more active in classroom. There are many strategies that can be applied for the teacher in classroom especially in teaching narrative reading text, three of them are:

    a)   GIST (Generating Interactions between Schemata and Texts) strategy

According to Rice (2012, p. 9), GIST is an acronym for Generating Interactions between Schemata and Text, this strategy was developed to help

students learn to write organized and concise summaries of their reading. The GIST is a strategy for taking notes while we are reading then and writing good summaries. This strategy works on many levels. First, it helps focus on what is important when we read. Second, it allows to checks our understanding of the reading by forcing to limit our response in the form of a summary. This allows students to put concepts into their own words. G.I.S.T. works well with especially well with narrative text. This activity helps teachers and students to identify key concept. Sethna (2011, p. 16) states that there are the following strategies that help the teacher to presents GIST Strategy, they are:

(a) Choose a 3 paragraph section from a text and place it on the overhead. The teacher selects a paragraph from a narrative text to model the GIST strategy. For modeling this strategy to the students, find a short paragraph that present a concept, event, time period, problem, sequential instructions, and many more.

(b) Divide class into small groups and show the class first paragraph. Have students look at the first sentence of a paragraph of text and identify the most important or key concepts.

(c) Each student reads the paragraph silently and writes a summary of the paragraph in 20 words or less using as many of text.

(d) Students share their summaries and write a group summary based on all their ideas. The teacher writes this on the overhead or chalkboard.

(e) Write a class summary

(f) Repeat with the second paragraph but summary must include information from first and second paragraph and the teacher asks students to summary both sentence in fifteen words or less.

(g) Repeat step F with the next few paragraphs. The students should end up with a 25 word summary of the entire passage at the end.

b) Probable passage strategy

As originally developed, probable passage is a reading strategy developed by Beers (2003, p. 87), to encourage students to get involved in reading a narrative text. The procedure of this strategy are:

(a) Teacher chooses eight to fourteen key words.

(b) Teacher models the strategy a few times.

(c) After the teacher has modeled this once with the students, let different story.

(d) After reading the story, the teacher return to the template to see which to discover questions that can answer.

c) Story face strategy

Story Face is an adaptation of story mapping that provides a visual framework for understanding, identitying and remembering elements in narrative text (Staal, 2000, cited in Klingner, Vaughn, and Boardman, 2007, p. 98). The procedures of this strategy based on Klingner, et. al. (2007, p. 81) are:

(a) Student are given a paper that content like face as follows.
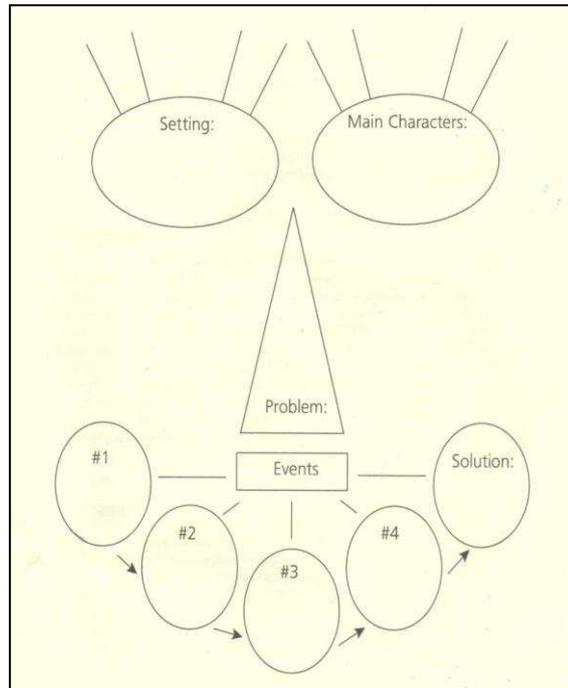
Figure. Story Face

(b) Teacher explains the element of narrative text: setting, characters, problems, events, and solution.

(c) The teacher reminds student that most stories have a begining which include the time of the story where it take place and introduces the main characters, and then teacher ask the students to identify the event, setting and problem of the story.

(d) Students read a reading text,

(e) The teacher asks the students to put the element of the text into the part of the face story.

(f) The teacher revewie about a text.

Related to these strategies, there are lots of other reading strategies that can be improve the students' reading skills, especially in teaching narrative text.

SQ3R strategy and ETR strategy are one of the appropriate strategies for the students to improve their learning ability of narrative text.

    a)   SQ3R (Survey, Question, Read, Recite, and Review) strategy

This strategy help the students to improve their reading comprehension. It can also use in narrative text. It is supported by Cohen and Cowen (2008, p. 217) that preservice and in-service teachers can use the successful DR-TA and SQ3R strategies to help students improve their reading comprehension ability of informational text, as well as narrative stories.

    b)   ETR (Experience, Text, and Relationship) strategy

Besides SQ3R strategy, ETR strategy can use in narrative text and helps students to improve their reading skills in background knowledge and prior knowledge. It is supported by Carr, Aldinger & Patberg (2004, p. 90) that ETR strategy promotes thoughtful reader response to narrative text. In addition, Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience (Wood and Blankton, 2009, p. 135).

2.1.2 The Concept of Narrative Text

According to Wahidi (2009, p. 7), narrative text is a text focusing specific participants. Narrative is a text that teaches or informs to embody the writers' reflection on experience, and to nourish and extend the readers' imagination. It is supported by Wardiman, Jahur, and Djusma (2008, p. 98), narrative text is to amuse, entertain and to deal with an actual or vicarious experience in different

ways. its social function is to tell stories or past events and entertain the readers. Wahidi also states that narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2.1.2.1 The Characteristics of Narrative Text

According to Zaida (2009, p. 82), a narrative mainly used past tense. However, present tense can also be used within dialogues. Zaida also states that there are seven language features of narrative text, they are:

a) Use of nouns, for example: stepsisters, housework, etc.

b) Use of adjectives to form *noun phrases*, for example: long black hair, two red apples, etc.

c) Use of *time connectives* to order the events, for example: then, before that, soon, etc.

d) Use of *adverbs* and *adverbial phrases*, for example: here, in the mountain, happily ever after, etc.

e) Use of *action verbs* in past tense, for example: stayed, climbed, etc.

f) Use of *saying verbs* in past tense, for example: said, told, promised, etc.

g) Use of *thinking verbs* in past tense, for example: thought, understood, felt, etc.

Wardiman, et. al. (2008, p. 98) state that there are some generic structures of narrative text, they are:

a) *Orientation,* it is about the opening paragraph where the characters of the story are introduced.

Example : *Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.*

b) *Complication,* where the problems in the story developed.

Example : *Now, Mantu had an elephant of his very own. His name was Opie.*

c) *Resolution,* where the problems in the story is solved.

Example : *Mantu then climbed upon his little friend's back and went home to the village.*

According to Wahidi (2009, p. 8), there are two types of narrative, they are:

a) There are many types of narrative. They can be imaginary, factual or a combination of both.

b) They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

Wahidi also states that to help students plan for writing of narratives, model, focusing on:

a) Plot, e.g. what is going to happen.

b) Setting, e.g. where will the story take place, when will the story take place.

c) Characterization, e.g. who are the main characters, what do they look like.

d) Structure, e.g. how will the story begin, what will be the problem, how is the problem going to be resolved.

e) Theme, e.g. what is the theme/message the writer is attempting to communicate, etc.

2.1.2.2 The Purpose of Narrative Text

A narrative is mainly used to entertain that tells a story of fiction and nonfiction. It is supported by Sejnost and Thiese (2010, p. 9) that narrative text includes any type of reading that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memories, biographics, news stories). The students need to know how narrative texts work and how to read them, because stories are used to many important purposes. Sejnost and Thiese also state that the purpose of narrative text is to entertain, to gain, and hold a reader's interest. Yudantoro (2010, p. 12) states that the purpose of the text is to amuse/entertain readers with a story that deals with complications or problematic events.

From the definition above, it can be summed up that narrative text has own interest in the students. The students like reading narrative text because most of them like reading novels, short stories, and etc. The aim of narrative text is to entertain or amuse readers with an interesting story that contains complications.

2.1.3 The Concept of Survey, Question, Read, Recite, and Review (SQ3R) Strategy

Li, Fan, & Huang (2014, p. 321) state that SQ3R is the most popular reading method. This strategy helps students to build their background knowledge related to what they are reading. It is agreed by Bergmann and Brough (2012, p. 144) that the SQ3R strategy (Survey the chapter, ask yourself Questions to be answered during reading, Read, Recite what you've read, and Review) is one method of summoning prior knowledge. This strategy helps students learn and remember the information of the text. Throughout this strategy, Kanar (2014, p. 203) states that developed by Francis P. Robinson in 1941, SQ3R is a classic system that millions of students have used successfully to improve their reading and studying.

Based on some experts, it can be summed up that SQ3R (Survey, Question, Read, Recite, and Review) is one of the effective strategies that can improve students' background knowledge in reading comprehension. This strategy helps students to know the information of the text well. Students learn best when they attach new information to previous knowledge.

2.1.3.1 The Advantages of Survey, Question, Read, Recite, and Review (SQ3R) Strategy

Blerkom (2012, pp. 199-200) states that some advantages of SQ3R strategy are to:

a) Allow for a great deal of *repetition* of the important information. By doing through all of the steps in SQ3R, you are repetiting the key information in the chapter at least three or four times.

b) Focus on smaller segments of material. You work on reading and reviewing the material in each headed section before moving on to the next.

c) Built-in comprehension-monitoring system. When you stop to recite the answer to the question you formulated, you are testing your understanding of the material you read.

2.1.3.2 Teaching Procedures by using Survey, Question, Read, Recite, and Review (SQ3R) Strategy

Jonson (2006, p. 163) also proposes that this strategy is carried out in five steps:

a) Step 1, Survey. Before they begin reading, students survey (or preview) the literature reading titles and subheadings, looking at pictures, and skimming the introductions and conclusions. In so doing, they pick out important ideas, activate prior knowledge, and make predictions about what they will read;

b) Step 2, Question. Students create a question based on each heading. Doing this helps them establish a purpose for reading: to find answers;

c) Step 3, Read. Students read actively to find the answers to their own questions;

d) Step 4, Recite. After they have finished reading, students recite from memory-orally or in writing-the answers to their questions and other important information. If they are unable to recite from memory, they reread the material; and

e) Step 5, Review. In their minds, students review their questions and answers. They try to review without looking at the text or, if they wrote notes for Step 4, what they have written. If they did not write notes as part of Step 4, they do so now.

2.1.4 The Concept of Experience-Text-Relationship (ETR) Strategy

Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience (Wood and Blankton, 2009, p. 135). Furthermore, Edwards (2003, p. 28) states that Experience Text Relationship (ETR) strategy originally developed for minority children but also useful for Elementary-Middle school. In addition, Sergio (2012, p. 83) states that Experience-Text-Relationship (ETR) helps learners to activate and develop their background knowledge of the text. ETR also helps learners to monitor their reading comprehension and become aware of the reading strategies they use when the teacher uses the reading strategy instructions.

In addition, Carr, et all (2004, p. 91) state that Experience-Text-Relationship (ETR) is a strategy that helps students make connections between their experiences and those presented in a given text. Originally developed by Au in 1979 to benefit students with culturally different backgrounds, the strategy is

especially effective in building motivation and giving students a purpose for reading because it helps them see how a text relates to their own experiences.

Based on the experts' opinion above, it can be assumed that Experience-Text-Relationship (ETR) is a strategy that guides the students through the reading process and monitors their comprehension. This strategy also consists of students' expression on their own experience of knowledge about the topic of prior reading.

2.1.4.1 The Advantages of Experience-Text-Relationship (ETR) Strategy

ETR strategy is appropriate to use this strategy to teach reading because it has some advantages. It is supported by Edwards (2003, p. 28) Experience Text Relationship Method will help to stimulate the student's interest in reading and help develop their comprehension. Oktarina (2013, p. 4-5) state that there are two advantages of ETR strategy, first, if the students can give their opinions, of course they understand about the topic, and last, by discussing together with the teacher about the text, the students will comprehend the content completely.

2.1.4.2 Teaching Procedures by Using Experience-Text-Relationship (ETR) Strategy

According to Wood and Blankton (2009, p. 135), Experience-Text-Relationship (ETR) can be applied in classroom as follows:

a) Step 1, Experience. For pre-reading, have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story;

b) Step 2, Text. While reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read only one section of the story at a time. Discuss the section read and confirm and change predictions. Make sure that students tie their thoughts, comments, and predictions back to the text. Clarify any misconception or miscomprehension. Ask if there was any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections; and

c) Step 3, Relationship. For post reading, help students integrate the information from the text with their experiences to develop an understanding of the text.

2.2   Previous Related Study

The writer found out previous studies which are related to the writer's present study. There are two previous related studies.

The first related previous study was written by Erawati (2012) from Post-Graduate Program Ganesha University of Education. This thesis is entitled "A Comparative Effect of Metacognitive Self-Monitoring Strategies on Students' Reading Competency Based on Text Types". This study was carried out at the second semester of the second year students of SMA Negeri 2 Denpasar in the academic year of 2011/2012. The independent variable in this research was metacognitive self-monitoring strategies with two levels, namely KWL which stands for Know, Want and Learn and SQ3R strategy which stands for Survey,

Question, Read, Recite, and Review, and text types (narrative, spoof, and expository texts) as moderator variable. The dependent variable investigated in this study was reading comprehension. The study was an experimental study with posttest only comparison group design. The total number of population was 10 classes, which consisted of 411 students all together. From the population, two classes, consisting of 64 students, were used as samples. They were divided into two groups; KWL group and SQ3R group by multistage random sampling technique. In this study, the scores of students' reading comprehension were acquired by administering reading comprehension test.

The data were analyzed by using two way ANOVA and LSD (least significant difference) test. The result of the analysis showed that: (1) There is no significant difference between the two metacognitive self-monitoring strategies on the students' reading competency. However, the students treated with KWL strategy consistently gained higher scores than the score of student streated with SQ3R; (2) There is no significant difference in reading narrative text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R; (3) There is no significant difference in reading spoof text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R; (4) There is no significant difference in reading hortatory exposition text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R; and (5) There was no interaction between metacognitive monitoring strategies and text types. Based on the result of the study, it can be concluded that KWL strategy was better than

SQ3R strategy on students' reading comprehension for any text type.

The second related previous study was written by Carrell (2000) from Akron University in Ohio. This thesis is entitled "Metacognitive Strategy Training for ESL Reading". These studies investigate metacognitive awareness of reading strategies and the relationships among perception of strategies of Semantic Mapping (SM) and Experience-Text-Relationship (ETR), strategy use, and reading comprehension.

The sample of the study consisted of a heterogenous group of 26 students who 17 undergraduate students and 9 graduate students; 19 male, 7 female students in level 4 of the intensive program of the Center for English as a Second Language (CESL).

Strategy training was provided to experimental groups. Control groups received no strategy training, but participated in pre- and posttesting. Several research questions are addressed: "Does metacognitive strategy training enhance L2 reading?" If so, "Does one type of strategy training facilitate L2 reading better than another?" "How is the effectiveness of metacognitive strategy training related to the learning styles of the students?". First, the results showed that metacognitive strategy training in semantic mapping and in the experience-text-relationship method are effective in enhancing second language reading. Second, the results showed that while there are similarities between the two methods in their enhancement of second language reading on some measures, on other measures there are differences between them. Finally, the results showed that

there are significant interactions between students' learning styles and the effectiveness of training in the two different strategies.

The similarities between two previous studies and this study are that both studies use reading comprehension. The differences between the previous studies and present study are the strategies used, this study use SQ3R strategy and ETR strategy but Carrell's study used Semantic Mapping strategy and ETR strategy and Erawati's study used KWL strategy and SQ3R strategy. The genre of text in this study is only "narrative". The writer analyzes the data by using independent sample t-test and one way annova.