

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to the nature of reading, types of reading, reading comprehension, types of reading comprehension, the factors that influence reading comprehension, teaching reading, strategies for teaching reading, Somebody Wanted But So (SWBS) strategy, strategies teaching Somebody Wanted But So (SWBS), narrative text and previous studies.

A. Theoretical Review

1. Nature of Reading

Reading is one of the basic language skills to be learned, especially by the students. Reading is very necessary for them to make progress in their academic achievement. Through reading they will get a lot of information and knowledge. There are two main reasons for reading; reading for pleasure and reading for information.

Furthermore, reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. Reading is when someone looks into a written text and starts to absorb the information from the written linguistics message. Reading takes many forms. Think for a

moment of all the activities that can be labeled reading. They include serious academic reading (what you are doing now), reading the comics etcetera. Reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from written message with previous knowledge to arrive at meaning at an understanding.

Reading perceives a written text in order to understand its content. This can be done silently or silent reading (Longman Dictionary of applied linguistics). The understanding that result is called reading comprehension, and reading also said as saying a written text aloud (oral reading). This can be done with or without understanding of the content. In addition, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation (Anthony, Pearson, and Raphael, 1993:284).

Based on the definitions above, the writer can conclude if reading is the important skill in teaching learning, by reading the students can understand and achieve the goal of teaching learning especially in English language learning, so we should understand its content.

2. Types of Reading

The categorization of reading types aims for readers to know what the purpose of reading is. The reading types make it easier for students to apply

certain background information and cultural experience which assist them in getting the meaning. The types of reading are;

Intensive reading is related to further progress in language under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel with the type of material, so the advanced students would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries etc. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teachers fall into monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking student to translate what they have prepared, sentence by sentence around the class. This becomes a tedious chore, completed in a purposeless way, and soon destroys any pleasure in the reading assignment. Teachers must work continuously for variety of presentation in the classroom. Sometimes sections of intensive reading material may be set for preparation before hand, the students being supplied with questions to think

about before they come to class. The ability of the students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts. The literature chosen for intensive study should be predominantly contemporary.

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are the characteristics of intensive reading: reading help learner to develop active vocabulary, teacher play main role in this reading, linguistic items are developed, this reading aims at active use of language, and intensive reading is reading aloud.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of

purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. Few characteristics of extensive reading are: It helps, learner to develop to active vocabulary, extensive reading is silent reading, the idea can be develop, to enrich learners' knowledge and the good reading habit can be develop.

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. Advantage of reading aloud; It enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill of pronounce very well, it makes reading very enjoyable while teacher uses reinforcement during reading, language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate

that. So teacher should have innovative ideas so that it can make this activity very affective.

Silent Reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. Advantage of silent reading; this reading makes students very active and accurate, silent reading concentrates the attention of learner toward subject matter and he learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very useful to develop the skill of reading fast, this skill plays main role to increase the knowledge of students.

In this research, the researcher uses extensive reading. Extensive reading is silent reading the idea can be develop, to enrich learners' knowledge and the good reading habit can be develop, and extensive reading is the readings for pleasure, the reader wants to know about something, so use narrative as a material for teach reading.

3. Reading Comprehension

Reading can not be separated from comprehension, because reading without comprehension is not reading, so the students must be able to comprehend the text well. The goal of reading is understanding. In order to

understand print, the students must be able to explain the words and meaning on the page. With reading comprehension, readers can explore and search for various kinds of knowledge. That is in the book or the printed media, so that the readers will get more information and knowledge. Reading with comprehension means the readers more understand what they read. So, reader not only read, but also a better comprehend of the text to take some ideas from texts.

Comprehension draws on the reader's prior knowledge of the language, of the world, of text types, and of the topic. Reading comprehension is an activity to gain ideas and information specifically and generally from the text material. The main purpose in mastering reading is necessary to comprehend the text. Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless (Pang, 2003:14). Comprehension is the process of making sense of words, sentences and connected text. Comprehension is the process of deriving the meaning of one word to another in a text. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Reading comprehension as the process of and constructing meaning through interaction and involvement with written language. It consists of three

elements; the reader, the text, and the activity or purpose for reading (Reading Study Group, 2002).

Thus, reading comprehension is a process of understanding the meaning and idea or what the text is tell about as the main goal in reading process. In addition, comprehension is a base in reading process. When the students are able to understand the text, it means the students have comprehension.

4. Types of Reading Comprehension

Experts categorize reading comprehension into different types. This part presents the categorizations of reading comprehension by Richards and Schmidt (2002) and Westwood (2008). They will be further explained as follows;

Reading comprehension into three different levels, example literal, inferential, and critical comprehension (Westwood, 2008). The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage, readers use information effectively to deduce cause and effect, and to anticipate what may come next. The last level, the critical comprehension, is where readers are able to evaluate what they are reading.

In conclusion, there are three types of reading comprehension: literal, inferential, and critical comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike literal comprehension, inferential comprehension is performed to infer implicitly stated information, and the last critical comprehension to criticize the text they read and they perform appreciative comprehension to gain emotional response. However, this research will focus on inferential comprehension because the students will make inferences based on the text

5. The Factors that Influence Reading Comprehension

Reading is not easy, so students have to learn much about how to be a good reader. Moreover, students have to know some factors that influence reading comprehension. Reader factors include vocabulary, fluency, comprehension strategies, motivation, and the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading (Allyn and Bacon, 2010). Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented. Both reader factors and text factors affect comprehension.

Furthermore, Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading comprehension and critical thinking that must work together. The explanation of each follow is as follow:

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both a reader's real-world experiences and literary knowledge. Drawing parallels between background knowledge and texts helps students become active readers, improving their reading comprehension.

Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

Reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text.

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot

comprehension problems by recalling what they read, asking themselves questions or evaluating the text.

Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student's comprehension of a text, resulting in a positive reading experience.

Based on the statement above, the writer can conclude that there are some factors that influence reading comprehension; they are including background knowledge, motivation, critical reading and genre. So, for being a good reader, the students must know these factors.

6. Teaching Reading

English teaching is a very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So, it becomes very necessary for him to pronounce well in English. In their academic college they have to read and read, so the skill of reading becomes very important for learners. The teacher can do for better and effective teaching of reading they are; the material which teacher present before students should be according to previous knowledge of the students or related their own experience, the teacher should emphasize on

the stress of learners, the teacher should be very careful while the process of reading is going on. If any mistake comes from the learners, the teacher should correct it. Correction should be friendly; the teacher should care about all readers. He should also give his attention toward weak readers, while the teacher's present model reading should be according to the level of readers, so that readers could understand it and pronounce well.

Teaching includes all the activities of providing education to others. The person who provides education is called a teacher. The teacher uses different methods for giving the best knowledge to his students. He tries to be the best to make the students understand. His duty is to encourage students to learn the subjects. Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objectives and target is to achieve the goal. Nature and characteristics of teaching; the main character of teaching is to provide guidance and training, teaching is interaction between teacher and students, teaching is an art to give knowledge to students with an effective way, teaching encourages students to learn more and more, teaching is communication of information to students etcetera.

Teaching reading is a very important skill because this is the stage where the knowledge of learners starts to flourish. The selection of reading material should be authentic. How the teacher can make his teaching reading effective; the teacher should tell about the topic first to the learners, he should motivate students, the teacher should not read first but he should allow

the students to read the text, teacher should not allow the student to whisper while reading, the subject matter should be interesting and effective and selected from the reading material developed for it, can be used by teacher for better comprehension and understanding. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn (Brown, 2013)

In the classroom, teacher has to decide what the purpose in reading will be done. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free example uses narrative text, and if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

7. Strategies for Teaching Reading

Teaching reading sometimes makes the teacher feel difficult about how to teach. There are some strategies for teaching reading comprehension;

Reciprocal Teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using summarizing, questions, generating, clarifying, and predicting. It helps students learn to be actively involved and monitor their comprehension as they read.

Get the Gist helps students read expository text and get the main idea (Cunningham, 1882). Students should convey the gist of what they read in 20 words. The strategy can be used with narrative text if students are asked to summarize.

Comprehension Fix-Up strategies help students read and understand the meaning of unknown phrases and text.

Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm their prediction.

Somebody Wanted But So (SWBS) is a strategy that will make the students easily know and understand what the text talks about, the students complete a chart by creating a SWBS statement that identifies a character, the character's goal/motivation, a conflict that disturbs the character, and the resolution of the conflict.

In this case the researcher chooses one of that strategies, it is Somebody Wanted But So (SWBS) strategy. That strategy was suitable with generic structure of narrative text and easily for teacher to teach reading comprehension. Somebody Wanted But So (SWBS) strategy is a great way to guide students to give a summary and not a retell. The fiction stories can be summarized with Somebody Wanted But So (SWBS) strategy.

8. Somebody Wanted But So (SWBS) Strategy

Comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners (ELLs). ELL often has problems in mastering reading, because they cannot comprehend the text. Summarizing, recall, and inferential reading are all methods of instruction to determine a student's comprehension of text.

Summarizing materials allows students to connect the material in a personal manner as they have the opportunity to make a connection from personal experiences to the text. A summary allows students to synthesize, analyze, and evaluate material, which develops higher order thinking skills. However, most students lack an ability to write a summary. Most students tend to rewrite the story. To overcome the problem the teacher can use graphic organizers. Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Readers who struggle with text are usually unaware of strategies that will help them construct meaning. In this case, the writer suggests a good strategy to make reader understand about the text. The name of this strategy is Somebody Wanted But So strategy (SWBS).

Somebody Wanted But So (SWBS) is a useful strategy to summarise a story, using the pattern: **Somebody Wanted** something, **But** there is a problem, **So** it must be resolved. To do this, the students will need to use various elements of the story: Somebody - Who is the main character? (Character), Wanted - What does the character want? (Goal/Motivation),

But - What disturb the character from getting what he wants? (Problem), So
- How is the problem resolved? (Resolution) (Section).

SWBS strategy helps students to understand the various plot elements of conflict and resolution (Preszler, 2006). Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.

This strategy also used to help the reader to summarize the text. It includes action of the story, historical event, or scientific occurrence by identifying the key elements. First, the students identify the "somebody" that is, the main character of the story. They then decide what the person tried to do, it is called "Wanted" and what problem prevented him from doing, it is called "But." Lastly, the students describe how the person solved the problem, it called "So.

Somebody Wanted But So strategy is used during or after reading (MacOn, Bewell and Vogt, 1991, Beers, 2003). It provides a framework to use when summarising the action of a story or historical event by identifying key elements. The strategy also helps students identify the main ideas, recognise cause and effect relationships, make generalisations, identify differences between characters and look at various points of view. It is more often used with narrative text but can also be used with expository text. For example SWBS can be used to summarise the goal/motivation,

conflict, event or barrier of a historic or contemporary character or group of people.

Based on explanation above, it can be seen that Somebody Wanted But So (SWBS) strategy identify the even or the activity that occur in the text, it will make students easy to know and understand what the teks talks about and this strategy also helps students to generalize, recognize cause and effect relationships, and find main ideas.

9. Strategies Teaching Somebody Wanted But So (SWBS)

Teaching strategies in Somebody Wanted But So (SWBS); teacher selects a piece of text that has previously been read with the class or one with which the class is most familiar, teacher models the SWBS strategy on a chart or an overhead and uses the information to write a summary of the text, students analyze what makes it a summary, teacher begins a criteria chart that is posted for all to use. Example; Somebody (identify the character(s) or who is the main character?, Wanted (describe the character's goal) or what does the character want or what is the character's goal?, But (describe a conflict that hinders the character) or what is the problem in the story or what is keeping the character from his/her goal?, So (describe how the character reacts to the conflict) or what is the solution to the problem or how does the character reach his/her goal?, teacher then selects a piece of text to be read in a shared reading format. ("Begin the process with short texts (perhaps a legend or fable) that do not have too many details and are

fairly easy to summarize,") work together as a class to create a group summary, selecting and deleting details, compare the work to the criteria chart to check for correctness, leave the work posted so that students have a model to refer for future work.

Steps of teaching using 'Somebody Wanted But So' (SWBS) strategy by MacOn, Bewell & Vogt, 1991, Beers, 2003 are;

Step 1

Model the 'Somebody Wanted But So' strategy by reading a selection of text aloud or retelling an event – this could be a story, film or real life event. Complete the SWBS four column chart: *Somebody* (character/figure), *Wanted* (goal/motivation), *But* (conflict), *So* (resolution). Point out that there can be more than one 'Somebody Wanted But So' in a text selection/chapter and show how a second SWBS statement can be generated, if applicable.

Step 2

Read aloud a second text selection or retell an event. Ask students to identify the *Somebody* from the event. Write down the name of the person/main character in the first column. *Wanted* represents the plot or motivation of the person or people. *But* is the conflict or challenge the person/people faced and record the student responses in the third column. Finally, *So* column is to record the outcome or resolution and complete this column. Then make a summary statement and read aloud.

Table 2:1 Table to identify Somebody Wanted But So (SWBS) strategy

| Somebody (Orientation) (Character) | Wanted (Orientation) (Goal/Motivation) | But (Complication) (Conflict) | So (Resolution) |
|---|---|--|---|
| Juliet | Wanted to marry Romeo. | Romeo was a Montague, an enemy to her family | She and Romeo had Friar Laurence marry them in secret without their families' know. |

Summary statement:

Juliet wanted to marry Romeo, **but** Romeo was a Montague, an enemy to her family. **So**, she and Romeo had Friar Laurence marry them in secret without their families' know.

Step 3

Assign another selection of text or retell an event and in pairs or groups students complete a SWBS chart. Share SWBS statements in small groups and discuss the similarities and differences in the statements, as well as evidence in the text used to support each statement. Continue to guide students until they can use the strategy independently.

10. Narrative text

Narrative text is one of English text types. Narrative is a text which its function is to amuse, entertain and to deal with actual experience in different ways; narratives deal with problematic events which lead to a crisis or

turning point of some kind, which in turn finds a resolution. Narrative text is a text that has a purpose to entertain the reader or listener (Anderson, 1997).

Generic structure of narrative text are; orientation, complication and resolution; Orientation: Sets scene and introduces the participants. The reader are introduced to the main characters and possibly some minor characters. Some indication is generally given of where action is located and when is taking place. Complication: A crisis arises. Complication is pushed along by a series of events, during which usually expect some sort of complication or problem to arise. This complication will involve the main characters and often serves to temporarily hinder them from reaching their goal. Resolution: The crisis are solved for better or for worse. In this part the implication may be resolved for better or worse. It is an optimal closure of event. On the other hand, resolution is the ending of the story.

There are language features of narrative text. Language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings (Anderson, 1997). Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense ; simple past, past continuous and past perfect tense.

The characteristics of narrative text are; focus on specific and usually individualized participants, use of material processes, behavioral and verbal

processes, use of relational processes and mental processes, use temporal conjunction and temporal circumstances, use of past tense.

So, the writer can conclude that narrative text is one of English text types, which its function is to amuse, entertain the reader and have generic structure; orientation, a complication, and resolution. To do this strategy the researcher uses generic structure of narrative story as a basic to analyze Somebody Wanted But So (SWBS) strategy. Orientation is Somebody as a main character, and also Wanted as a goal or motivation that main character wants, complication is But the problem, that make the main character stops from getting what he wants, and resolution is So, how is the problem can be resolved.

B. Previous Studies

There are some previous research that relate with Improving students reading comprehension in narrative text through Somebody Wanted But So (SWBS) strategy. The first research entitled the Effect of Somebody Wanted But So Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Senior High School 1 Tambang in Kampar Regency from Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru 1433 H/2012 M. The writers of this research is Sri Jumiaty. The writer used method cluster random sampling. The writer chose two classes as a control class and experiment class. Then, the writer used observation and test in collecting

the data. In their research, the findings revealed that H_0 is rejected and H_a is accepted. It means that there is significant effect of Somebody Wanted But So strategy toward reading comprehension of Narrative text.

The second research is entitled the Effectiveness of Somebody Wanted But So (SWBS) Strategy toward Students' Reading Comprehension at Senior High School a Study at the Eleventh Grade Students of Social Program in SMA Negeri 14 Padang from English Teacher of Education Department STKIP PGRI Sumatera Barat. The writer of this research is Tri Rahayu. The writers used experimental research. In their research, the findings revealed that Somebody Wanted But So (SWBS) strategy was more effective than Questioning strategy toward students' reading comprehension. Whereas, it could be found from the three hypothesis that researcher tested. The researcher found that hypothesis 1 H_a was accepted. The researcher calculated the student in score pretest, post test of experimental class. It means that Somebody Wanted But So (SWBS) strategy was effective toward students reading comprehension. Moreover, hypothesis 2 H_a was accepted. It means that Questioning strategy was also effective toward students' reading comprehension. Last, hypothesis 3 H_a was accepted, so Somebody Wanted But So (SWBS) strategy was more effective toward students reading comprehension at eleventh grade students of Social Program in SMAN 14 Padang. In addition, Somebody Wanted But So (SWBS) strategy could be used for another fiction or nonfiction text.

In Sri Jumiati and Tri Rahayu's research found that their research used quantitative research and Somebody Wanted But So (SWBS) strategy is effective to teach reading comprehension. Therefore, the writer will conduct the research which is quite different. In this research the researcher used classroom action research and the researcher want to implement this strategy to solve the problem related to the students' reading comprehension and low motivation found in MA Al-Hikmah Langkapan Srengat Blitar. The same this research and previous research is in the strategy and the subject.

The most important point in using Somebody Wanted But So (SWBS) strategy is that students must understand the text very well in order to use this strategy. Using, Somebody Wanted But So (SWBS) strategy which is at the same time in reading comprehension strategy, would increase students academic achievement.