

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses about (a) theoretical frame work (b) previous related study; and (C) reseach setting.

#### A. A. Theoritical Framework

##### 1. The concept of teaching

According to Brown (2007: 8), teaching is showing or helping somenone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge. And based on Hornby (1995: 1235), teaching is to show somebody how to do something so that they will be able to do it. It supported by Q.S. At-Taubah: 122

﴿ وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَآفَّةً ۚ فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَآئِفَةٌ ۗ

لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴿۱۲۲﴾

Meaning :

*“..And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious..” ( Surah. At-Taubah’ verse: 122).*

Based on the verses above, it means that teaching is an our responsibilities as muslim. Teacher has several responsibilities for her/his students, such as they are as facilitator, teachers is a guide, teachers is motivator and teacher is manager

in the class. Teacher should have teaching strategy moreover in teaching English as a foreign language. The strategy must be easier to be understood by students, the strategy should support students with different way in learning proces. Therefore, teaching is guiding and directing others to be able to do something new and providing new knowledge to others to be interpreted and understood.

In addition, The writer assumed that Teaching is transferring knowledge, from one person to another person, it is an activity that occurs two or more parties involved, the two parties are ; firstly, as a transmitter of knowledge and science, and secondly, as a science recipients. The first party to the second party conveys knowledge, it is called the learning process. The learning process can take place in the class room or outside the classroom. In terms of the learning process, a teacher is focussed as an information resource and The students are as listener (receiver) to understand and remember what is conveyed by the teacher.

## **2. Definition of reading**

According to Khand (2004: 43), Reading is one of language component that should be mastered smoothly in any languages, everyone generally knows that reading is a skill that comes from experience and needs to be constantly improved through different types of reading material. Basically, reading is a process of extracting a message from a text which has been constructed by a writer using orthographic symbols.

The writer encodes a message and the reader decodes it. Reading is also a physiological process. Since the human eye can't see clearly objects that are in motion across the field of a vision, a reader eyes jumps from one spot to the other, recording separate images, each containing groups of letters and larger combination (Murphy, 1997: 2). Moreover, reading is an activity that takes the information delivered by the reader with intention to understand a message or content of the reading text. It is supported by Daiek, at. all (2004: 282), reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

Reading is a process to understand an information, by reading the reader can enlarge their knowledge. Reading is a process of communication between the reader and the text. Process of learning to read is a very important factor, because reading is the begining of knowledge transfer. Reading is important for a student as a basic because by reading the student can enrich their knowledges. In English language there are four basic skills, they are speaking, writing, reading listening. but the most important skill is reading. And readingas a measure ofstudent success in learning process. According toTask (2002: 2) cited in Rizal (2004: 26), reading is the most important academic skill and the foundation for all academic learning. If students can't read, they are on the road to academic failure. Teaching students to read must be teachers' highest priority.

According to Rivers and temperly (1978: 187) cited in Hedge (2000: 195), the purpose of reading are :

1. To get information
2. To respond to curiosity about the topic
3. Follow instruction to perform a task
4. For pleasure, amusement and personal enjoyment
5. To keep in touch with friends and colleagues
6. To know what is happening in the world and find out when and where things are.

### **3. Definition of Comprehension**

Comprehension is one of competence that must be mastered by the readers. Reading is not just transferring the printed symbol from page to the brain but the readers have to comprehend the content of what the readers read. Comprehension in reading becomes important because it makes the readers have meaning in their reading. According to Cooper (2000: 11), comprehension is a strategy process by which readers construct or assign meaning to a text by using the clues in the text and their prior knowledge. Without comprehension, reading is frustrating, pointless exercise in word calling. Based on the statement above, it can be concluded that, comprehension is one of competence that must be mastered by reader, it is a strategy that support reader easier to understand in reading process.

Comprehending reading text is a process of constructing and extracting meaning. The RAND Reading Study Group (2002: 11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. By situating reading comprehension as a process of extracting and constructing meaning, that is the reader must make referential and logical inferences that are not explicitly made in the text. Thus, a reader interacting with a text is making meaning from term or concept that exists beyond the text is the extraction part of the process of constructing meaning.

In English learning, one of course must learn the words as one aspect of reading parts. Klingner, et. al. (2007: 47) states that “regardless of what you teach—math, science, history, biology, or government—one of your major responsibilities is to teach key vocabulary and concepts so that students can comprehend what they read and understand the academic language of the discipline”. It means that understanding words in all complexity of a text is an essential part of comprehending text. In addition, perhaps the most important outcome of improved vocabulary is improved comprehension. Therefore, we can assume that vocabulary knowledge in all text is the essence of comprehension.

Learning to read English better is possible if the students really want to do it. It is essential that before learners begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. In order to become a reader, the students must be aware of shapes, be able to recall stories

and poems, and have a considerably wide vocabulary in English (Horsburgh, 2009: 7).

Based on the statement above, it can be assumed that, reading comprehension is how the readers construct the meaning of the printed words by using their thinking and their prior knowledge of the readers. Reading comprehension is important because reader can understand what is read and know the gist of the text that readers read.

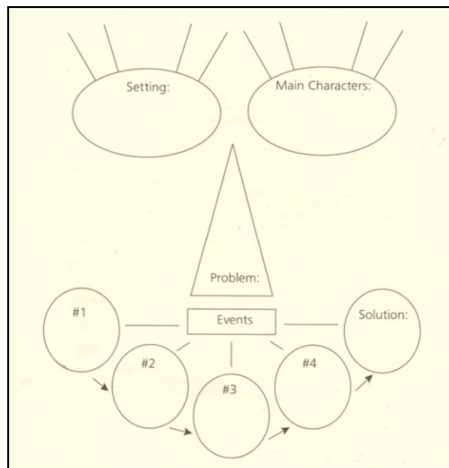
#### **4. Concept of Story Face Strategy**

Story Face is an adaptation of story mapping that provides a visual framework for understanding, identifying and remembering elements in narrative text (Staal, 2000: 79, cited in Klinger, 2007: 79). Staal described several strengths of the story face strategy when used with students in first through fifth grades, (1) it is easy to construct (2) it is easy to remember (3) it can guide retelling (4) it is collaboratively learned through discovery (5) it is flexible and (6) it provides framework that can facilitate narrative writing. It looks like a story map, only it is shaped like a face. Staal provides examples of “happy” and “sad” face. We offer an adaptation of the happy version (for the sad face, the smile is upside down).

#### **5. Procedure of Teaching Reading by Using Story Face**

The procedures of the Story Face are as follows.

1. Student are given a paper that content like face as follows.



**Figure. Story Face**

2. Teacher explains the element of narrative text; (a) setting, (b) characters, (c) problems, (d) events, and (e) solution.
3. The teacher reminds student that most stories have a beginning 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.
4. Students read a reading text,
5. The teacher asks the students to put the element of the text into the part of the face story.
6. The teacher reviewie about a text.

(Adapted from Klinger, et. at. 2007: 81)

## **8. Conventional Strategy**

The conventioanl strategy is very common in teaching process. All of responsibilities for teaching and learning are dominated by the teacher. According to Jindal (2013: 365), conventional teaching strategy is a teacher dominated

strategy. Conventional strategy here is learn and based on the teacher read. What is to be done, what is not to be done, how to do, when to do, who will participate in teaching learning process, how much to be done, and many more issues concerning classroom are decided by the teacher himself. This strategy ignores students in creative thinking and their participation in learning process. It is line with what Kuzu (2007: 36) asserts that it is based on the traditional view of education, where teachers serve as the source of knowledge while students serve as passive receivers.

### **B. Previous Related Study**

The writer found two thesis that related to this study. The first was a study entitled “Teaching Reading Comprehension (Narrative Text) through Story Face For Junior High School Students 1 Palembang. Written by Rian Pratama Putra in 2009. The result of this study showed that the students’ ability in reading could be improved by using Story Face.

The similarities and differences between Putra’s thesis and this study are: the similarity; at the dependent variable of this study. It is reading comprehension. The differences; at the independent variable.

The second thesis was nearly similar to this study entitled “ Teaching Reading Comprehension by using Story Face strategy to The Tenth Grade Students at Senior high school PGRI 4 malang” written by Kubilai Yazici in 2010. The result of this study showed that the story face strategy was effective in teaching reading comprehension to the tenth grade students at Senior high school PGRI 4 Malang.



The similarities and differences between Yazici's thesis and this study are: the similarities, at the dependent variable of this study. It is reading comprehension. The differences, at the independent variable. The sample students used by previous study were taken from the tenth grade students at Senior high school PGRI 4 Malang but the sample students was used for this study.

### **C. Research Setting**

This study was conducted at Junior High School number 26 Palembang. It was established in 1984. In the first year of Junior High School 26 this school stands still riding at jln pipa no 131 elementary school. The number of class at that time are only two classes. They are IA class and IB class with the number of students approximately 80 students. The first head master of SMPN 26 is Dasim Naido and the last is Usman Effendi up to now.

There are 37 teachers in this school. They are consist of permanent employee 7 people, civil servant teachers 9 people, honorer employee 11 people, staff education 7 people and 3 teacher graduated S2. There is only 2 (two) teachers who teach English subject.

There are 835 students in academic year 2013/2014. They are, class VII which consist of 128 male students and 152 female students, class VIII which consist of 98 male students and 182 female students. The last, class VIII which consist of 170 male students and 110 female student. In this study, the writer focused on the eighth grade students. The schedule of teaching English is two

times (2X) per weeks for each classes at Tuesday and Thursday. The time allocation is 2 X 40' minutes for one meeting.

This school is built above land 15.000 M2. The infrastrucktur to support the teaching-learning process; the classroom consists of 21 classes, 1 library, 1 computer laboratory and canteen.

In addition vision and mision SMPN 26, consist of several idea,they are explained as follow:

(1) Vision is

The realization of the school community are devoted, skilled, intelligent and independent and care about the environment and

(2) Mision are :

1. Form a pious generation, independent, have an attitude of mutual cooperation and love of family home land.
2. Realize the generation of intelligent, skilled, creative, dedicated and love almamater
3. Improve morale and job performance are based on kinship and exemplary
4. Instrumental in improving the quality of graduates who care and environment.

*(Source: SMPN 26 Palembang in academic year 2013/2014)*