CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research that can support the research. The theories include make a match strategy, picture series, students' reading comprehension in narrative text and the implementation of make a match strategy through picture series on students' reading comprehension in narrative text.

A. The nature of reading comprehension

1. The Definition of Reading Comprehension

Reading is a receptive or passive skill. The purpose of reading activities can be comprehension (intensive reading in the class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate pronunciation (reading aloud).

According to Zimmermann and Hutchins, Snow (2002) in Khoirul Fajari (2004), eading comprehension is views reading comprehension as a meaning getting process, therefore it needs an understanding. In reading comprehension, the students should have knowledge about understanding the reading passage.

2. Reading comprehension level

According to Smith and Johnson in Irwanto (2017), there are four levels of reading comprehension. Those are:

   a. Literal reading

Literal reading is a skill of getting the literal meaning or the word, ideas, or sentence in context of the basic of literal comprehension are recognizing stated main ideas detail and effect and sequence.

   b. Interpretative reading

In this interpretative reading level, the students have to be able to read critically and analyze carefully about what they have read.

   c. Critical reading

In this level, the students' idea information is evaluated as critical reading of reading comprehension. It compares previous experience and new materials such as expression, content style or information of the author.

   d. Creative reading

This level requires reader to use their imagination. The readers try to suggest a new alternative solution by the writer.

3. Reading Comprehension Strategies

According to Brown's book, there are some strategies of reading comprehension. Those are:

a. Identify the purpose in reading

When the students asked to read something, they should know why they have been asked to read it. as a teacher, whenever you are teaching a reading technique, make sure your students understand their purpose in reading something.

b. Use efficient silent reading techniques for improving fluency

Silent reading technique can be used to teach students in intermediate-to-advanced level. By the rules: do not "pronounce" each words to yourself, try to visually perceive more than one word at a time, and skip over a word which absolutely crucial to global understanding and try to infer its meaning from its content.

c. Skim the text for main ideas

Skimming is quickly running one's eyes across a whole text for its gist. The advantages of skimming are the readers being able to predict the purpose of the passage, the massage, the main topic, developing and supporting ideas.

d. Scan the text for the specific information

Scanning is quickly searching for some particular information of the text. It can be used to look for names or dates, definition of key concept, or list a certain number.

e. Guess when you aren't certain

This strategy can be used to guess the meaning of a word, guess the grammatical relationship, guess the discourse relationship, infer implied meaning, the cultural reference and guess the content messages. (Douglass, 2007)

4. Principles in teaching reading comprehension

There are few principles that every teachers should consider while planning a course, whether it is a reading course, or a course which reading will play a part. These principles can be adapted to many different learning situations. Based on David Nunan's book, there are 6 principle of teaching reading comprehension, those are:

a. Exploit the reader's background knowledge

The reader's background knowledge include their experience such as; life experiences, educational experiences, knowledge of how text can be organized rhetorically, etc. will influence their reading comprehension. Reading comprehension can be improved if the background knowledge of the readers can be activated by asking questions, making predictions, setting goals, and so on.

b. Build a strong vocabulary base

David Nunan philosophy decided that the basic vocabulary should be taught and L2 learners should be taught to use context to effectively guess the meaning of less frequent vocabulary.

c. Teach Comprehension

       In many reading instruction programs, testing reading comprehension is more emphasis than teaching readers how to comprehend. Monitoring students' comprehension is very important to successful reading. One of the monitoring processes includes verifying that the predictions made are correct.

d. Teach reading strategies

       Strategy is a tool which necessary to develop communicative ability. Make students verbalize their thought processes as they read is one of a good technique which makes the students sensitize with the strategy they use. Strategic reading means not only understand what strategy to use, but also understand to integrate a range of strategy.

e. Build assessment and evaluation into your teaching

       The teacher uses both of quantitative and qualitative assessment activities in reading classroom. Quantitative assessment from the students' reading comprehension test as well as reading rate data, meanwhile for the qualitative assessment is students' responses of reading journals, reading strategy checklist and reading interest surveys. (David Nunan, 2003)

B. **Make a Match Strategy and picture series**

1. Definition of Make A Match

   Make a match strategy is one of cooperative learning introduced and developed by Lorna Curran. According to Curran (1994) Cited in Irwanto (2017), the basic principal of make a match is the students find and match a partner while they are learning a topic or a concept in an interesting classroom atmosphere. Make a match is a kind of game also, where the students have to find and match the random sentences and pictures into the correct order. In this method, the students are divided into some group, each group consist of 5-6 people. Each group gets one envelope, where each envelope consists of a random piece of story and picture with different title. They have to arrange the random picture into the correct order, and match the random sentence based on the picture which have already arranged before.

2. Definition of Picture Series

   Picture series is a visual media which contain a series of picture, one picture related to another to describe something. Using picture series is easier to be understood by the students than using explanation. (Niken Arina, 2016)

3. The Advantages and Disadvantages of Make A Match Strategy Through Picture Series

There are many advantages and disadvantages of Make a Match strategy through picture series. Those are:

Advantages:

1) it improves students' creativity through matching the picture and the story correctly

2) it suggest contribution from all the participants

3) it can be used for practice writing narrative text and build the relationship between the students

4) the students will not being bored during the teaching-learning process

5) it can create interesting classroom atmosphere

6) it will improve students' interest in reading a text especially in narrative text

Disadvantages:

1) the teacher will get the difficulty to lead a group who needs the leader if the class is big enough

2) the teacher should limit the time, so the students will not waste so much time in teaching learning process

3) the teachers needs to prepare material and tools by themselves

4) this strategies will create noises and crowds that are not controlled (Aqib, 2013)

C. Narrative text

1. The definition of narrative text

   Narrative text is a text which tells about imaginative stories. Cited from Ashfinarti (2016) Dymock identified that narrative are story that generally talk about what happened and who did, what to, whom, and why. Cited from Awaludin (2015) Thomas stated that narrative was a text that told a story. The kind of text requires characters who act out events in a sequence of events orderly. The organization of the events is writing to chronological order.

2. Generic structure of narrative text

   There are four generic structure of narrative text. Those are:

   1. **Orientation:** It is about the opening paragraph where the characters of the story are introduced (who, what, where, and when)

   2. **Complication:** Where the problems in the story developed. It is a paragraph which the writer tells about something that will begin in a chain of events. the complication is the trigger

   3. **Resolution:** Where the problems in the story is solved (happy ending or sad ending)

   4. **Reorientation:** lesson from the story (it is optional)

3. Grammatical feature of narrative text

   In narrative text include the following grammatical features:

   a. verbs that show the action that occur in the story

b. nouns that identify the specific character and place of the story

c. adjectives that provides accurate description of the characters and settings

d. time words that connect events, telling when they occurred

4. The example of narrative text

The crying stone

Orientation

In a small village, a girl lives with her mother. The girl is very beautiful. Every day she puts make-up and wears her best clothes. She doesn't like to help her mother work in a field. The girl is very lazy

Complication

One day, the mother asks the girl to accompany her to go to the market to buy some food. At first the girl refuses, but the mother persuades her by saying they are going to buy new clothes. The girl finally agrees. But she asks her mother to walk behind her. She doesn't want to walk side by side with her mother. Although her mother is very sad, she agrees to walk behind her daughter.

On the way to the market, everybody admires the girl's beauty. They are also curious. Behind the beautiful girl, there is an old woman with a simple dress. The girl and her mother look very different! "Hello, pretty lady. Who is the woman behind you?" asks them. "She is my servant," answers the girl. The mother is very sad, but she doesn't say anything. The girl and the mother meet other people. Again they ask who the woman behind the beautiful girl. Again the girl answers that her mother is her servant. She always says that her mother is her servant every time they meet people.

Resolution

At last, the mother cannot hold the pain anymore. She prays to God to punish her daughter. God answers her prayer. Slowly, the girl's leg turns into stone. The process continues to the upper part of the girl's body. The girl is very panicky. "Mother, please forgive me!" she cries and ask her mother to forgive her. But it's too late. Her whole body finally becomes a big stone. Until now people still can see tears falling down the stone. People then call it the crying stone or "batu menangis".

D. The implementation of make a match strategy through picture series

There are steps of make a match strategy through picture series in reading comprehension narrative text can be seen as follows:

1. The students are divided into some group; each group consists of five to six people.

2. The teacher gives a piece of paper, random pictures, random sentences of a story and glue for each group.

3. In the first stage, the students have to discuss to arrange the picture into well sequence according to the title of the story they have.

4. After the picture arranged correctly, they should match the random sentences according to the order of the picture they have already arranged before.

5. After they arranged the picture and the story, they have to stick the picture and the story in a piece of paper correctly.

6. After all groups have finished sorting and pasting all sentences into an appropriate narrative paragraph, students are asked to collect the results of their work

7. Through representatives of the group, 2 students are asked to present the results of the sentence structure and explain the contents of the paragraph text that they have compiled.

8. Both of the teacher and the other groups correct each group present. Whether the sentences compiled are coherent and become the correct narrative paragraph.

9. The teacher gives rewards the best groups who are able to pair sentences and pictures correctly

E. Previous study

This research is about improving students' reading comprehension using make a match strategy through picture series. the research before which had the different strategy and similar object, researched about narrative paragraph, done by Niken Arina Kamalia in 2016, a students who has graduated from English education department in State Institute for Islamic Studies (IAIN) Salatiga. Her research was entitled "*The use of picture series to improve students' ability in reading narrative text in the eighth grade of SMP N 3 pringapus Atap in the academic year 2015/2016".* There was a significant improvement of student's pre-test and post-test using picture series. Also, picture series improve students' interest in learning English

especially in reading comprehension, the students had positive changes in their behaviors in the class and improve students' interactions between students and teacher. (Niken Arina, 2016)

The other research was conducted by Irwanto in 2017 which is entitled "*Using make a match to improve students' reading comprehension at MTs Guppi Samata Gowa*". This thesis was to find out whether using make a match method able to improve the students' reading comprehension at MTs Guppi samata Gowa The findings show that there is a significant difference between the experimental class which got treatment using make a match method with controlled class who taught by conventional method. In this thesis, the researcher found that applied make a match method was effective to improve students' reading comprehension. (Irwanto, 2017)

The other research was conducted by Siti Mashitoh in 2017 which is entitled *"Improving students' reading comprehension in narrative text through picture stories"*. This thesis was to find out whether using picture stories are able to improve the students' reading comprehension at MTs 1 Ngemplak Boyolali. The findings show that based on the observation in cycle I and cycle II, it can be concluded that picture series as teaching media can improve the students" reading comprehension for the Senior High School students. In this thesis, the researcher found that applied make a match method was effective to improve students' reading comprehension. (Mashitoh, 2017)