

II. FRAME OF THEORIES

In this chapter the researcher uses several theories to support this research. The theories that are used deals with concepts are review of previous related research, concept of reading comprehension, aspects of reading, concept of short story, characteristics of short story, concept of narrative text, the advantages and disadvantages of using short story, procedure of teaching reading, theoretical assumption and hypotheses.

2.1 Review of Previous Related Research

Clark and Silberstein (1987) states reading as an active cognitive process if interacting with print and monitoring comprehension to establish meaning. It means that reading is an active process in which the readers are active in organizing the text in order to get both explicit and implicit information stated there.

Nurmala (2012) investigates whether there is any significant difference between taught Short Story and Mini Dialogue at the first year of MA Ma'arif 4 Kalirejo. The result showed that there was an increase from 20.5 to 74.16, which means that the range increase of pretest to post test is 53.66. The result of computation

showed that the value of two-tailed significance was 0.000. Since the sign $< \alpha$ (0.000 $<$ 0.05), the value indicated that the numbers represents the significance. It proved that the treatments given through Short Story and Mini Dialogue has better effect on the students' ability of reading.

Wirnan, (2012) investigates the students' ability in comprehending English short story at second year students of MTS. Darussalam Beremi in academic year 2010/2011. There are two texts of reading passage and 20 questions in the text and total score of each are different, and there are 17 questionnaires for the students' to know the difficulties in comprehending short story. Based on the data collected above, only 80% (32 students) got ≥ 60 and 20% (8 students) got < 60 . It seen from the fact that attainment level of students is good. In other words, the students who got the score ≥ 60 is 32 students and students got score < 60 is only 8 students from 40 students as sample.

2.2 Concept of Reading Comprehension

Reading is a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. Wadsworth (1978) states that reading is a process of deriving meaning from written symbols. To convey the meaning readers perceive the symbols and try to determine what they mean, either while perceiving them or shortly thereafter. For the reader there are functionally related aspects to reading. One of the aspects is perceiving written symbols, a visual activity; while the other is describing a meaning to, or comprehending the collection of symbols.

Nuttal (1985) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the readers' language skill. Mackey (1979:15) suggests that reading is an active process because it involves an interaction between thought and language. It means that the readers always active their minds to get meaning and information while interacting with the written text.

Clark and Silberstein (1987: 21) also define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

It is commonly acknowledged that reading is an active process, in which the reader should formulate the brain by using his previous knowledge in order to understand the text easily. It is supported by Mackey (1979) who said that reading is an active process. The readers form a preliminary expectation about the materials then select the fewest.

Moreover, reading is a process of interpreting or understanding the text in terms of the question that the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some question in his mind dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his head

In line with the clarification above, it can be understood that reading is a very important skill for students. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Just and Carpenter (1987), as Bernhardt, (1991) in Suparman (2007) include several factors in their definition of reading, they are:

- 1) What information in the text starts the process
- 2) How long the process takes
- 3) What information was used during the process
- 4) What likely sources of comprehension difficulties exist
- 5) What the reader has learned when the process is finished

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process involving a number of abilities. Two major abilities involve word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading (Brown, 1982:6).

Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read.

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6) understanding a text is an interactive process between the readers' background knowledge and the text.

From this statement it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The readers also must be able to comprehend the reading text in order to get the message and information from what they have read.

According to Milan (1988) there are some essential skills in reading, they are:

1. Comprehension and Retention.

The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion.

In relation to making inferences, McWhorter (1989; 254) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe and what you do not know. In making inferences the readers are required to "read between the lines" to make deductions based on the information given. It means that the reader needs to know the meaning of a word by considering its context. The readers will be

able to do this by making use of the context in which the word occurred, in other to give a rough idea of its meaning. In reading activity the readers should make inferences from what they are reading and also make conclusion toward the text has been read.

3. Critical Thinking and Analysis.

In this term, the readers should distinguish the text they are reading, whether it is text of fact or opinion. In relation to fact, Askew (2005) states that fact is knowledge or information based on real occurrences. From this statement it can be concluded that text of fact is a reading text which is written based on real occurrences or based on something happened. While a text of opinion is a reading text which is written based on someone's point of view. So in reading, the reader should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

2.3 Aspects of Reading

Reading is an astoundingly cognitive process. There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, they are:

1. Main Idea

Main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any

one sentence. It is left to the reader to infer or reason out. So, main idea is the very important idea that the author develops throughout the paragraph.

2. Specific Information

Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Vocabulary

Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

2.4 Concept of Short Story

According to Poe (1842) a short story is a short narrative text in prose designed to produce a single dominant effect. Short story is a form of short fictional narrative prose that tends to be more concise and to the point than longer works of fiction such as novellas and also novels. In common, short story consists of about 1.500 until 5.000 words that has a clear beginning, middle, and ending.

Keegan (2003) defines short story as a narrative, rarely over 10,000 words or below 500 words, more commonly 1,500-5, 00 words-a single-sitting read, but with enough time and weight to move the reader.

The students that have no much about vocabulary still can imagine and enjoy the story because short story consists of words that familiar to them.

2.5 Characteristics of Short Story

As a fictional narrative short story has some characteristics, they are:

1. Short story has its own elements to build its organization.

Short story is systematic account of something happening that has a setting, a plot on purpose, characters and meaning.

2. Short story has unity.

A true short story is something other and something more than a mere story which is short. A true short story differs from the novel chiefly in its essential unity of impression. In a far more exact and precise of the word, a short story has unity as a novel cannot have it. A short story deals with a single

character, a single event, a single emotion, or the scores of emotions called forth by a single situation. From this statement we can see that a unity in a short story collaborate the incidents in that story so that it can be built into a unified story that will give a final impression to its reader even though it is only in a single sitting.

3. Short story has limited scope.

Short story is a kind of story shorter than the novel or novelette characteristically developing a single central theme and limited in scope and number of characters. It means that as a narrative form, the scope and the characters in short story is limited, not as broad as in novel or novelette.

4. Short story has theme.

In relation to the theme or what the story is about, theme contains idea but could not state as an idea. It suggests morality but offers no moral. Here the writer sees that in short story theme has definitely important role, it gives the soul of the story, since theme decides how the story should be. Besides, there is always a message behind a theme of a short story in the form of narrative human relationship in life.

In this research, the researcher selected short story to be applied as reading material based on the criteria that short story should match 'the students' level and interest. Level here deals with the age of the students and theme of short story given, while interest here deals with the type of text which is narrative text.

2.6 Concept of Narrative Text

According to School Based Curriculum (KTSP), there are many kinds of text. They are descriptive, procedure, recount, narrative and report. A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb *narrare*, which means “to recount” and is related to the adjective *gnarrs*, meaning “knowing” or “skilled”.

Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way.

According to Madison smart Bell, the narrative design, or what we call form or structure, is of first and final importance to any work of fiction. In that structure, we will find elements of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.

Narrative has a generic structure inside the text;

➤ **Orientation:** (beginning). The introduction of what is inside the text. What text talking in general or the characters of the story. Who involves in the text. When and where it happen. Orientation actually exists in every text type though it has different term.

➤ **Complication:** (middle). This part tells the beginning of the problem which leads to the crisis arises (climax) of the main participants and followed by

other problems. What happens with the participant? It explores the conflict among the participants. Complication is the main elements of narrative. The conflict can be shown as natural, social or psychological conflict.

➤ **Resolution:** (ending). It is the final series of the events which happen in the story. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The crisis is resolved, for better or for worse, either in a happy ending or in a sad (tragic) ending.

And here is the example of the organization of narrative text:

Orientation:

There was once a little fly that thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

Complication:

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horn to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "Oh Bull, if you find that I am too heavy for you, let me know and I will fly away!"

Resolution:

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone".

2.7 The Procedure of Teaching Reading Comprehension using Short Story

The researcher's purpose is to make it easier for students to improve their reading comprehension using short story as reading material. The researcher will take some steps in teaching reading comprehension as follow:

1. Pre-activities

- The teacher greets students.
- The teacher checks students' attendance list.
- The teacher motivates students to be active.
- The teacher introduces the topic about short story.
- The teacher leads the students to the topic by asking some questions related to the topic presented, and then she asks them to answer those questions together.

2. While-activities

- The teacher explains the elements of narrative text.
- The teacher asks students to read the short story silently.
- The teacher explains about the main idea of each paragraph and then she asks students to discuss in group to find out the main idea of each paragraph.
- The teacher explains characters in a short story and also the role of these characters in a short story, then she asks students to discuss in group to find out the characters in short story they are reading including how many characters are there and who are they.
- The teacher explains plot and setting in a short story, then she asks students to discuss in group about plot and setting in short story they are reading related to the content of their short story.
- The teacher explains how to make a conclusion of the story. In this activity, she asks the students to discuss in group about the conclusion of

the story. After that she asks the students to discuss the result of the group discussion together.

3. Post-activities

- The teacher gives some tests of reading comprehension to the students based on the short story they read, and then she asks the students to discuss the result together.
- The teacher asks students the difficulties related to the topic
- The teacher summarizes the materials.
- The teacher closes the meeting.

2.8 The Advantages and Disadvantages of Short Story

The advantages of utilizing short story in teaching reading comprehension according to Carter and Mc. Rae are as follows:

1. Promote introspection and self-awareness.

It is proven by the fourth finding which states that the session of class discussion of the students' answer helped the students realize their mistakes in answering the test.

2. Encourage exploitation of reading resources.

It is proven by the first finding which states that the students were enthusiastic in reading activity utilizing short story as reading material. The enthusiasm of the students in reading means that the students are encouraged to exploit their short story.

3. Promote greater language awareness.

It is proven by the third finding. In the session of class discussion every student wanted to express his/her opinion about the short story they read by using the target language.

4. Promote planning for individual reading.

This statement is proven by the fourth finding. The mistake made by the students in answering the test encouraged them to work better on the next test.

And the disadvantages are:

1. Short story may be above the student's reading level

When choosing short story for students, the teacher must give in-depth consideration to the reading level of the students, which can be very difficult to gauge. Although the teacher can obviously tell what grammar and vocabulary has been covered in the lesson thus far, there is virtually no way to know what the students have learned or absorbed outside of the class. Making too many assumptions about what students should know at their grade level could lead to unnecessary confusion on the part of the students.

2. Students may not connect with the short story

Apart from conflicts with reading level, literature may also be lost on students due to their age and cultural context. Cultural context in particular can be even more difficult to gauge than reading level. In addition, safe short story that easily avoids

all of these conflicts, like a children's book, for example, may appear dull and trite to some students.

2.9 Theoretical Assumption

The researcher thinks that short story is interesting and easy to understand and theme of short story which is interesting and easy to be understood by SMA students are short story in theme which close to the students' life like romance and short story which is well known among the community like folk tales.

Teaching reading comprehension by utilizing short story as reading material then explaining its supporting elements during the teaching learning process such as plot, characters and setting will help the readers comprehend the material more, so that they can easily get the message and information from that short story based on theme of short story itself. In reading activity, in the process receiving message, the readers use their schemata or background knowledge. Therefore, the researcher assumes that after students doing reading comprehension activity by using short story as reading material, the students will get message and information based on theme of short story they read which will add the knowledge of the students, so as their understanding of the text, and as the result the students' achievement in reading comprehension automatically the students are hoped able to get better in the understanding of text.

2.10 The Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

1. There is a significant difference after being taught through Short Story.
2. The most increase of reading comprehension aspects is on getting specific information.
3. The students have positive reactions after being taught Short Story.