I.   LITERATURE REVIEW

1.1   Reading Comprehension

The first point to be made about reading process is comprehension and the meaning is the basic element for comprehension, (Simanjuntak, 1988: 4). Then, comprehending a text is an interactive process between the reader's background knowledge and the text. The readers try to get something based on their background knowledge while reading the text.

In the same idea with Simanjuntak, Oguzkan in Belet and Yasar (2007) state that reading skill is a perception and comprehension process of words, clauses, punctuation and other components of a text. In other words, according to Carter and others, reading is a process of inference from symbols and it is more than the interpretation of symbols in the text (Belet and Yasar, 2007). An individual's knowledge, bacground, familiarity with the subject, culture and experience affect individual interpretations and comprehension. Since those factors shift from one individual to another, the experience of reading is peculiar to individual characteristics. In this sense reading is composed of two components, the gaining of the reading skill and habit.

Moreover, Thompson in Apriyanti (2001: 8) adds in comprehension process, readers bring background knowledge and certain a set of a reading strategies to read a reading task at hand, while the text, on the other hand, provides the reader with factors involved in comprehending and storing information contained in a text ability to use background knowledge, ability to recognize and use rhetorical structure, and ability to use reading strategies. It shows that

beside background knowledge, the readers need some capability in inviting and bringing the knowledge toward the text, that was called recognizing and reading strategies.

Furthermore, Smith (1982: 6) defines that reading is something that makes sense to the reader, and always should. According to Smith, reading is seen as having four distinctive and fundamental characteristic and one of them is that reading should be based on comprehension. Understanding is the basis, not the consequence of reading. He states that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know.

Comprehension can be regarded as a condition where no uncertainty exists. The learners comprehend when they have all questions answered because they have no doubt about alternative interpretations or decisions in their mind. As one reads, he/she constantly asking questions; and and as long as these questions are answered, and his/her uncertainty is reduced, then he/she comprehends.

In other hand, Richard (1999) defines comprehension as the process by which the person understands the meaning of the written or spoken language. Related with reading, sometimes the readers can read their text well but they fail in bringing the meaning toward their text. In addition, Williams (1999:8) says that comprehension is mind's act of power of understanding what has been written. It proves that when the readers do not aware in reading their text and they do not fell that they need to read, they will get nothing from the text because their mind can not work together.

Furthermore, in the 2006 curriculum known as School Based Curriculum (KTSP), the focus of language teaching learning process is a text. There are many kinds of texts that introduced to the students; one of them is narrative text. The text is applied in four language skills namely listening, speaking, reading and writing. In this case the research will focus only in reading comprehension because it is not as easy as we heard. According to Goodman (1988) reading is a receptive process. It creates an interaction between a writer and a reader. It is a difficult thing since a writer and a reader can not contact each other, they only communicate through the text. So a reader should try some hard effort to do this language skill.

Moreover, reading is seen as one of communicative way to convey information through printed material. Simanjuntak (1989:4) says that the main point to be made about the reading process is reading comprehension; knowledge is the basic element for comprehension. So, reading is not just the words recognition activity only; but also it concerns the meaning. While the meaning comes through vehicle called the text that treats it within it is more important than language itself. In order to get the sense of the text, the language learners should know that the result of reading process is comprehension.

The term comprehension according to Smith (1982: 166) is getting one's questions answered. It can be said that the students must show their comprehension of the text through answer some questions related to it because their answer will reflect their understanding of it. Then this comprehension can be seen by their answer based on the printed material. Finally, they need some strategy in order to find the answer of the questions and bring their comprehension along reading activity.

From the previous quotations, the writer sums up that reading comprehension is an activity to extract the meaning of written materials with fully understanding. To understand means the readers know what they read then their mind tries to have collaboration with the text. Finally, they should be successful in bringing the sense of the text by answering some questions based on what they have read. It is a hard activity because not all people can do that successfully. In this case, the activity requires the readers to keep their background knowledge active while they should do something to keep contact with their text; the effort that should be done is technique or strategy.

2.2 Narrative text

The term text is the written form of speech, a play, and an article. Moreover, we can say that text is any form of written material (Hornby, A. S, 1995). In other words, we can describe text as words of speech appearing in print, or text is the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation. Further, we can say that a text is passage from a written work used as the starting point of a discussion. From these point on, we have to be aware that text is an essential things in reading process because without a good source of text the activity will not be done well.

Moreover referring to 2006 (KTSP) curriculum, there are some types of text that should be recognized and comprehended by the second year students of SMA/MA: *report, narrative, analytical exposition spoof, and hortatory exposition text*. In this research, the text that is expected is *narrative text*.

Narrative Texts is choosen as the reading material. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

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 gnarus, meaning "knowing" or "skilled". Narrative text is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as his show by him self what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs. (English Curriculum of SMA, 2006).

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.

2.2.1 Social Function of Narrative Text

Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. 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. It provides an esthetic literary experience to the reader. Narrative text is written based on life experience. In literary term, experience is what we do, feel, hear, read, even what we dream. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. To be clearer, here is the example of narrative text.

Why Do Hawks Hunt Chicks?

One upon time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. But she said,"I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me,"said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry." Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he crused the hen,"why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

(Adapted from: English Book for Senior High School Students Year XI)

Based on the example of narrative text above, we can conclude that narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The social function of the narrative text is to inform and entertain the reader.

2.2.2 Generic Structure of Narrative Text

When we read a text, we can call it narrative as we see the following generic structure inside the text:

Orientation: (beginning). The introduction of what is inside the text. What text is talk 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. Here is example of narrative text:

<u>Orientation</u>

One upon time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?"

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 element of narrative. The conflict can be shown as natural, social or psychological conflict. Here is example of narrative text:

<u>Complication</u>

The hen loved the brave, strong hawk and wished to marry him. But she said,"I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me,"said the hawk.

<u>crisis</u>

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry." Throw that ring away at once!" shouted the

rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

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. Here is example of narrative text:

<u>Resolution</u>

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he crused the hen,"why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

(Anderson 1997: 8)

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.
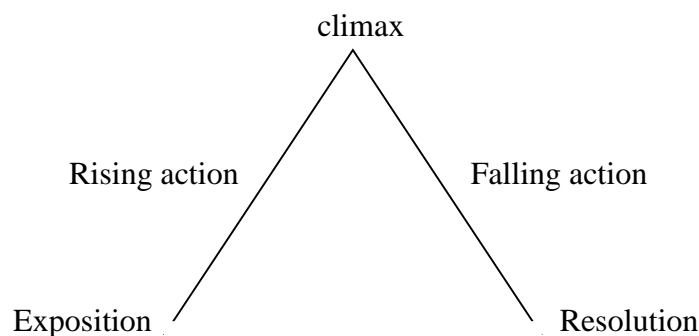
That picture is known as the Freytag pyramid. The idea of the Freytag pyramid is to serve as a kind of blue print or map which can be used to guide us systematically.

The Freytag pyramid consists of:

a. The exposition, it establishes the characters and situation.

b. Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problems/conflicts demand something to be done about them.

d. Falling action is the moment away from the highest peak of excitement.

e. The resolution consists of the result or outcome.

(Neo, 2005: 2)

The organization of the narrative text consists of Orientation, Complication and Resolution. First, Orientation is who were involved in the story, when and where the events happened. Second, Complication is a problem arises followed by other problem. Finally, Resolution is solution of the problem.

2.2.3   Lexicogrammatical Features of Narrative Text

Commonly, narrative text is organized by the story of grammar. It will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series episodes which holds the reader's attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem. There some examples Lexicogrammatical Features of narrative text.

Why Do Hawks Hunt Chicks?

Specific partipant related to <u>a hawk</u> , <u>a hen</u>. Past tense related to <u>fell,</u> <u>flew</u>, <u>gave</u>. Circumtance of time related to <u>One upon time.</u> Action verb related to <u>threw, flew.</u> Coordinate conjunction related to <u>and.</u> Saying verb related to <u>said</u>, linking verb related to <u>been</u>, <u>am</u>.

Based on the example above we can conclude that Lexicogrammatical Features of narrative text consist of specific participant, past tense, circumtance of time, action verb, coordinate conjunction, saying verb, and the last linking verb.

2.3 Learning Strategy

Learning strategy is the way or technique employed by learners in process of gaining the knowledge. Oxford (1989:235) points out those learning strategies are operations used by learners to aid the acquisition, shortage, or retrieval of information, according to one familiar condition.

Rubin (1987:23) states that "learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly."

In addition Wenden (1987: 6) states that, learning strategies refer to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. The language behavior are called strategies. He also points out that a learner who uses learning strategy becomes a more effective learner. In addition, Hosenfeld (1979) and Wenden (1987) describe some steps in defining a learning strategy, they are:

1. Learners can choose how to use resources.

2. Learners can prioritize the aspects of language that they want to learn.

3. By choosing and prioritizing, learners set their own learning goals.

4. Learners may plan what their learning strategies should be and change them if they are not successful.

From the previous description it can be obviously stated that by using proper strategies, students seem to know what they are doing what they are supposed to do in the process of learning. They have made steps or systematic frameworks to anticipate any problem they will probably face. By this way, their learning is likely to be more effective and systematic. Having the knowledge about the learning strategies, students can facilitate their learning respond to their learning needs, and acquire the language better. In other word learning strategies lead the learner to become self-directed or independent.

Furthermore Oxford (1990: 8) states, that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.
Many foreign language teachers are so concerned with finding the best method or with getting the correct answer that they fail to attend to the learning process. According to some teachers and researchers, some of the students approach the language learning task in more successful ways than others. That is, all other things being equal, some students will be more successful learners than the others in learning.

As Rubin states in (1987: 15) about learning strategy; it is assumed that some of this success can be attributed to particular sets of cognitive and metacognitive behaviors which learners engage. Further, he says that it is assumed that successful learners will differ to some extent

in the particular sets of cognitive that can be used to good effect compared to less effective learners. Therefore once the strategies of good language learners are identified, they can be made available and, where useful, used by less successful learners to enable them to learn a foreign/second language more effectively.

Similar to Hosenfeld, O'Malley (2001:10) states that learners who use learning strategy become more effective learners. Finally, we can conclude that language learning strategies are specific actions or techniques that learners use to assist their progress in developing second or foreign language skills. In relation to learning strategies, Rubin (1987:23) has suggested three kinds of strategies which have been identified able to contribute directly or indirectly to language learning. They are cognitive, metacognitive, and social strategies. According to him cognitive and metacognitive strategies are strategies which contributes to the development of the language system the learners construct and affect their learning directly. While social strategy less directly affects language learning.

Based on the description above, it is assumed that language learning strategies help students become more independent. It is important to be independent learners since they will not always have the teacher around to guide them. Learning strategies are also important in students reading process to make reading easier, faster, more enjoyable, more self-directed, and more effective in order to gain greater confidents in reading, involvement, and proficiency.

2.4 Good and Poor Language Learner

A good or poor language learner means a student who is successful or unsuccessful in using some efforts in order to improve her/his language skill. Fedderholdt (1998) determines that successful language learners make use of different types of learning strategies. The language learner, who is able to use a wide variety of language learning strategies appropriately, is better equipped to improve her language skills. In this point, we can see that good learners will know what should they do to improve their language skill than the poor ones.

In the same idea with Fedderholdt, Rubin (2001) suggests that good L2 learners are willing and accurate guessers, have a strong drive to communicate, are often uninhibited, are willing to make mistakes, focus on form by looking for and analyzing the patterns, take advantage of all practice opportunities, monitor their speech as well as that of others, and pay attention to meaning. While, according to Naiman (2001: 16) the good language learner has five strategies, they are:

1. Actively involve them in the language learning process by identifying and seeking environment and exploring them.
2. Develop an awareness of language as a system.
3. Develop an awareness of language as a means of communication and interaction.
4. Accept and scope with the effective demands of second or foreign language.
5. Extend and rise second or foreign language system by inferencing and monitoring.

Moreover, Rubin in (1987: 15) assumes that successful learners will differ to some extent in the particular sets of cognitive processes and behaviors which they use to enable them to be successful. Related to Rubin's previous assumption, O'Malley in (1987: 133) suggests that less competent learners should be able to improve their skills in a second language through training on strategies evident among more successful language learners. With successful

training, less competent learners should be able to apply strategies to the acquisition of a variety of different language skills and transfer the strategies to similar language task.

Still in the same idea with Rubin, Hamalik (2000: 1) says that the use of proper (good) strategies is believed to bring the satisfying learning outcomes for the learner. On the other hand, improper strategies will lead into the failure. In this case, the teachers should be aware that the learners do not just need their explanation about the materials, but the learners need to know how to learn. As Wenden (2004: 1) reminds us, there is an old proverb which states: "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime". Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning.

Based on the previous statement we can conclude that good language learners will differ from the poor ones. They attend to use a variety of learning strategies to improve their language skill and they know exactly when they should apply the right strategy in learning. While the poor language learners are confused about the way to improve their language skill. Therefore they better know how the good language learners do in learning then train themselves to use those strategies. Hopefully it can help the poor students to be more successful learners.

2.5 Measurement of Learning Strategy

To measure learning strategy used by students' the writer used Language Learning Strategy Questionnaire for reading skill only. The researcher gave a set of questionnaire in order to know the student's learning strategies in studying English especially in reading. The researcher used Setiyadi's questionnaire (1999) which is classified based on language skills: listening, speaking, reading and writing into three learning strategies: cognitive, metacognitive and social strategies, which has determined to measure the three strategies. Each item has a numerical value, for example:

1= I never do it

2 = I almost never do it

3= I sometimes do it

4= I often do it

5= I always do it

As we can see the table below:

Strategy Classification of The LLSQ

Strategy Measured	Number of Questionnaire
Cognitive strategy	1-11
Metacognitive strategy	12-17
Social strategy	18-20

(Setiyadi, 1999:70)

2.6 Theoretical Assumption

Referring to the previous discussion, it is assumed that learning strategies are important factors that can influence students' reading comprehension and the strategies students' used have possitive influence on students' reading comprehension.

When the students use learning strategies more frequently it will lead them to comprehend the reading text better, because learning strategies contribute on students' reading comprehension. Therefore, the researcher assumes that the students' will use learning strategies to over come their difficulties in comprehending reading text. The learning strategies might be used by them are cognitive and metacognitive strategies. That because in language learning, cognitive strategies are used by the learners to transform or manipulate the language. Oxford (1990) gives more specific terms, this is include note taking, formal practice with the specific aspects of the target language such as sounds and sentence structure, summarizing, paraphrasing, predicting, analyzing and using context clues. Metacognitive strategy focuses on establishing one's metacognition on learning. Metacognitive strategies are used to oversee, regulate or self-direct language Learning by planning, monitoring, and evaluating their learning activities (Wenden and Rubin, 1987:25). In other words, metacognition is the cognition about monitoring and regulating cognitive process.

2.7 Hypothesis

Concerning to the concept and theoretical assumption above, the researcher would like to formulate the hypothesis as follows:

There is a significant difference in using learning strategies among the successful readers, mediocre readers and non successful readers on students' reading comprehension of narrative text.