

II. FRAME OF THEORIES

This chapter explains the concepts that are related to the research. The researcher used a lot of concepts in this research, so the reader could understand the concepts that related to this research. The researcher gave further and deeper explanation below:

2.1 Reading and Reading Comprehension

Before going to the concept of reading comprehension, better for the reader know and understand about the definition of reading. Based on Nuttal (1982), reading is the meaningful interpretation of printed or written verbal symbol. It means that reading is an active process with the result of the interaction between the perception of graphic symbol that represent language and the readers' language skills.

Reading is an active cognitive process of intracting with printing and monitoring comprehension to establish the meaning. There are two sub-skills of reading, they are macro skills and micro skills. Macro skills of reading comprehension refers to general ideas in the text (e.g., information, gist, argument) while micro skills refers to recognizing and interpreting the linguistic features of the text (e.g., referents, word meanings, discourse indicators).

Dallman (1982), reading is more than knowing what each letter of alphabet stands for, reading involves more than recognition; that comprehension is an essential for reading, without comprehension no reading takes place. Reading is not only when we read the word to word, phrase to phrase, clause to clause, sentence to sentence, or paragraph to paragraph, but also reading is the way we know and can receive the essence of the text.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. The researcher agrees that someone has purpose when he is reading. The purpose of reading passage commonly is to find idea or information from reading passage and to enhance knowledge of the language being read.

Smith (1982:13) states that comprehension may be regarded as relating aspects of the world around human being-including what they read to the knowledge, intentions and expectations already preserved in readers' head. The readers must be able to relate new things to what already know if the readers comprehend them and relate something new to what they already know is of course learning.

Referring to the definition above, it can be said that reading comprehension is the readers' ability in gaining meaning from the context of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. Comprehension as the process by which the person understands the meaning of the written or spoken language. A success reader is

when he can comprehend the written language and he can understand what the writer mean.

2.2 Teaching Reading Comprehension

Every reading has a purpose, and everybody does reading because they want to get something from the text they read. Basically, there are two types of classroom reading performance; oral and silent reading. Oral reading is reading activity where students read orally and loudly, it can be the way to check students' pronunciation but it may make students lose their attention easily while one student is doing oral reading.

Silent reading is also divided into intensive and extensive reading. Intensive reading is a reading activity which is specially designed for teaching and learning where the text is usually chosen by teacher (Harmer, 2001). Extensive reading is intended to get students pay attention to the grammatical forms, discourse markers, semantic meaning, etc so that they can understand literal meaning, implications, rhetorical relationship (Brown, 2001).

According to Nuttal (1982) there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary.

1. Main Idea

Main idea is a sentence or generalization that tells the paragraph is about. Main ideas are generally found at the beginning of the paragraph, however they can be anywhere in the paragraph.

2. Specific Information

Specific informations are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph to support the main idea.

3. Reference

Reference 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. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

This is ability of knowing the meaning of a word by considering its context. The reader will be able to do this by give him a rough idea of its meaning. To infer or to read between the lines must mean to conclude something that hasn't actually been stated, but has been arrived directly. 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 which is used by the people or even person.

Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

From those aspects of reading comprehension, the researcher developed the instrument of this research represent those five aspects of reading. The questions in every text consist of those aspects in order the students can comprehend a text well and their ability of each aspect is easier to analyze whether it is increase or not.

2.3 The Serial Pictures as a Media in Teaching Reading Comprehension

Smallldino and Russel (2005) states that media as means of communication and source of information. Moreover they stated that the purposes of media is to facilitate communication and learning. Example of media can be book, picture, internet, television, song. It means that media can help the learner to try in getting the knowledge that stimulate the learners' understanding to comprehend the text. In reading activity, the use of media will be very useful since picture will help the student to imagine the mean of a text in order the students can minimize the difficulties that they faced in English foreign language learning. Picture is an account or illustration of image and it also can represent a condition, a person, a place, or a thing. In simple way, the teacher can help the students to comprehend their reading activity by drawing a picture in the white board to make the student imagine with the story of the text or to stimulate the students' understanding when the reading process occurred.

Considering those benefits above, using of serial pictures as the media in reading comprehension activity can be very potential and useful since there is a harmonious relationship that is found by the learners between word and picture from the text and it will make them understand complicated text because they can find the mean when they look at to the picture. Picture in a text is not just a picture without any meaning, it contains organized and structural message which is connected with verbal text, as stated by Canning-Wilson (2001) about the effectiveness of visual media in teaching reading that visual media is important in a classroom instruction because it can improve accuracy and give meaning to the

text or to the delivered message. Student will more understand the text through visual media because visual media especially images can bring out more detailed, well-informed, receptive, awareness to the situation in the text. Pictures are recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the serial pictures are chosen to teach the narrative text because it can make the students understand the chronological events in the text. The pictures which are used in a text will give a chance to the readers to understand more and get better comprehension ability of a narrative text.

The example of serial pictures as a media in teaching learning process of narrative text:

The Gingerbread Man

One day, the woman made a gingerbread man for dinner. She decorated the gingerbread man with eyes made of currants and buttons made of cherries. But when she took out gingerbread man from the oven, he jumped out and ran away.

As soon as he was cooked, the little old woman opened the oven door. The gingerbread man jumped out of the tin and ran out of the open window shouting, 'Don't eat me!'. The little old woman and little old man ran after the gingerbread man. 'Stop! Stop!' they yelled. The gingerbread man did not look back. He ran on saying, 'Run, run as fast as you can! You can't catch me, I'm the gingerbread man!'. Down the lane came to a pig. 'Stop! Stop! I would like to eat you,' shouted the pig. The gingerbread man was too fast. He ran on saying "Run, run as fast as you can. You can't catch me, I'm the gingerbread man.

A little further on he met a cow. 'Stop! Stop! little man,' called the hungry cow, 'I want to eat you.' Again the gingerbread man was too fast. He sped on down the road saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man." It was not long before the gingerbread man came to a horse. 'Stop! Stop!' shouted the horse. 'I want to eat you, little man.' But the gingerbread man did not stop. He said, 'Run, run as fast as you can. You can't catch me, I'm the gingerbread man.' The gingerbread man laughed until he came to a river. 'Oh no! They will catch me. How can I cross the river?'

A sly fox came out from behind a tree. 'I can help you cross the river,' said the fox. 'Jump on to my tail and I will swim across.' The gingerbread man climbed on the fox's tail. Soon the gingerbread man began to get wet. 'Climb onto my back,' said the fox. So the gingerbread man did. As he swam the fox said, 'You are too heavy, jump onto my nose.' So the gingerbread man did as he was told. No sooner did gingerbread man sit on the fox's nose, that the sly fox tossed him and gobbled him up.

The serial pictures

The pictures were printed on A4 matte paper.



(Adapted from: *Kumpulan Dongeng Klasik Dunia*)

That is the example of serial pictures and those pictures represent the story of The Gingerbread Man.

2.4 Text Forms

There are twelve kinds of text that learn by the students until in senior high school level. They are: recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item, anecdote, narrative, procedure, description, and review text. In this research the researcher chose narrative text, this text was selected because narrative text always appears in every grade in senior high school, narrative text also used in final examination for senior high school. Beside that, narrative text has fun story that can make the learners attract to read the text, that was why narrative text selected for this research.

According to Potter (2008:13), narrative is essentially mode of verbal presentation and involves the linguistic recounting or telling of events. According (Fitriani:2011), narrative text is a piece of text which tells a story and in doing so entertains or informs the readers or listener, it tells a chronologically fictional or non-fictional events. A narrative text are folktales; it includes fables, legend, myth, or realistic tales, mysteries, fantasy, science or realistic fiction. The generic structure of narrative text consists of orientation, complication, and resolution.

Narrative text has certain characteristics, namely:

1. Social Function/ communicative/ approach/ purpose
 - a. To amuse or entertain the readers.
 - b. To deal with actual/various experience in different ways.
2. Generic structure/ text structure organization
 - a. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where?

- b. Complication or problem: the complication usually involves the main characters (often mirroring the complication in real life).
- c. Resolution: there needs to be a resolution of the complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

3. Language features

- a. Focus on specific or individual participants.
- b. Use of the material process (action verbs).
- c. Use of the behavioral and verbal processes (saying verbs/ speaking verbs).
- d. Use of relational process and mental process (thinking verbs).
- e. Use of past tense.
- f. Use of temporal conjunction (time sequence/ chronological order) and temporal circumstances (time conjunction/ adverbial clause).
- g. Direct and indirect speech.

The example of narrative text:

The Red Hood

Orientation

Once upon a time lived a little girl with her mother in a small house on the edge of a forest. She liked wearing a red hood coat, so she called red hood. One day her mother asked her to bring cookies and lemonade for her grandmother. "Remember, don't stop before you arrive there. And go home before dark," said her mother.

Complication

In the road she saw big and ripe strawberries. She plucked and ate it. Then she went on and she looked so beautiful daisies. "Oh, that's wonderful, grandma will love this". Red hood picked the daisies and carried it. Not long after that, red hood met two rabbits and then she laughed and chased those rabbits. While chased the rabbit, she confused where she were. Until she realized there was a wolf behind a tree. "Where are you going sweet girl?" said the wolf. "I want to visit my grandmother, but I lost," replied the red hood. "Where is your grandmother's house?", "In a small cottage in the woods that were painted red", replied her. After that the wolf showed the direction to get there.

As soon he run to find that house. He wanted to precede red hood up there. The wolf arrived there faster than Red hood, he said to grandma that he was red hood so grandmother told him to come in. The wolf jumped in and hap! he immediately swallowed the grandmother. He put a nightgown and nightcap on. He climbed into bed and pretend to be a grandmother. After that Red hood came, she immediately went "Grandma, this cake and lemonade from mother", said the red hood. "thank you", red hood surprised to hear different voice. She asked why grandmother's ears became a big one, "in order I can hear your voice better", said the wolf. "Why is my grandmother's hand too huge?" "Warmer so I can hug you," replied the wolf. "but why your tooth also bigger?", red hood curious. "In order it could bite you" the wolf jumped up and tried to catch the red hood, but red hood move faster. She run and shouted "help! help!".

Resolution

Suddenly came a woodcutter to help her with his ax. The wolf died because of the ax. The woodcutter splited the wolf's belly and found that grandmother wass still alive because the wolf do not chew it. "Thank you saved us, let's eat cake and lemonade, said grandmother". Mother came because the red hood did not go home yet.

That is the example of narrative text which consists of orientation, complication, and resolution. It can be used as a material in teaching reading comprehension ability in narrative text.

2.5 Teaching Reading Comprehension through Serial Pictures

A picture is an account or description of something that enables one to form a mental picture or impression of it (Oxford Advance Learner's Dictionary).

Meanwhile Rivai and Sudjana (1987) in Alwasilah cites a picture as an illustration of image that can be used as a two dimensional visual representation of person, place, or thing. In addition, teachers can also directly draw a picture on a board to help with explanation.

Considering its benefits, the use of serial pictures as the visual media can be very powerful in teaching reading. Firstly, the most important thing is because there is a harmonious relationship between word and picture. Picture in a text is not just a picture without any meaning, it contains organized and structured message which is connected with verbal text (Arizpe and Styles, 2003). Some students may find

some difficulties to comprehend a text verbally, and pictures then play role to provide a source of non-verbal information (Wright, 1989). Furthermore, serial pictures that is made scramble can give a chance to the readers to understand more and get better comprehension of a text since the students have to understand about the text and they can arrange the picture based on the story. Those serial pictures can catch students' attention so that they can focus on text and reading activities. Moreover, using serial pictures are also useful in creating fun, attractive, and active reading activities.

Serial pictures also can be used in brainstorming activities. Those pictures help students to predict what is coming next in a lesson so that they can prepare their prior knowledge and brain. Moreover, the pictures also help students to recognize meaning which is implied by a text. It is to avoid students misunderstand or misinterpret the text.

2.7 Procedure of Teaching Reading through Serial Pictures

In reading procedures, the researcher used three elements in teaching reading through serial pictures. The researcher tried to make a general procedure of teaching which is adjusted to the English curriculum used in the school, i. e. KTSP, as follow:

Pre-reading

In the first element, before being given the reading material the teacher and students are doing some elements as follow:

1. Opening the class

(e. g.: Good morning class)

2. Constructing the students' background knowledge that related to the topic with showing the serial pictures as stimulant.

(e. g.: what is this picture?)

3. By doing the constructivism at the beginning , it will be easy for the students to inquire the gist of the text in the text step (while reading).

While reading

The students then do the following steps as the while reading activity:

1. After constructing their background knowledge, the students read the text. In reading process, they will realize whether their prediction and locating the schemata is correct or not.
2. The student are given a narrative text, and they should read it carefully and comprehend it. After they are given scramble picture which has sequence events of the story, they should make those pictures become a serial pictures that suitable with the story of the text.
3. After finishing their activity in arranging the picture, then the teacher give the questions consist of the part of five concepts of reading.
4. Next, the students answer the questions and collect it.
5. For the last section, make learning community with discussing the picture which is given by their teacher. The students make into group work and discuss the picture. They will discuss about the pictures about the correct arrangement of those pictures which is representative of the story and one member of each group will try to tell their classmate about their arrangement picture based on the story.

Post Reading

1. Doing evaluation of the reading comprehension through reading task and discussing the difficulty in the learning process.
2. Making conclusion of the lesson.
3. The teacher gives assessment for the students to make more understand the lesson that have been given in order to keep their interest to the lesson. Such as; the students find out their favorite theme based on the topic which is given by the teacher.
4. The teacher close the meeting.

From the explanation above about the procedure of teaching reading through serial pictures, it can be conclude that using serial pictures is one of media that help the students to improve students' reading comprehension.

2.6 Advantages and Disadvantages

There are some advantages of reading using serial pictures:

1. Capture the students' interest and stimulate students' motivation.
2. The students are able to study the materials effectively.
3. Picture helps the students to understand and remember information well.
4. Pictures are relatively cheap. They can be obtained almost anywhere and everywhere.
5. By using picture, the students can see the object which are being talked and discussed clearly.
6. Picture can present the world outside the class.

The disadvantages:

Like other media in teaching learning, serial pictures has some weaknesses, there are:

1. It is difficult to look for the specific pictures.
2. The students still find difficulty to express something happen in the picture in detail if they have never seen it.
3. It does not contain full information
4. Each person has different perception about the meaning of picture.

Based on those advantages and disadvantages the researcher tried to take the advantages and minimize the occurrence of the disadvantages, so the research could use the serial pictures as a good media.

2.7 Theoretical Assumption

Reading is a part of necessary in language learning where the reader understand a text as communication tool not only orally. Nuttal (1982) states that reading is a result of the interaction between the the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world.

In this process, the readers try to recreate the meaning intended by the writer.

Reading is one of the important skills, which is required by students. By reading, the students are able to get a lot of information from the text and narrative text is chosen in this research. The researcher concerned on five aspects of reading ;

main idea, specific information, reference, inference, vocabulary because the research want the students to focuss on comprehending the text.

The researcher used serial pictures because according Alwasilah (1973) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.

Picture provides for most people critical contacts with the real world since according to Wright (1989), picture can create a context of language and connect the language to the real world. Learning through visual material will be better than learning through explanation and description. It shows it is possible that picture can give good impression on students, and they are better preserved in the minds of the students. Picture also give the meaning of something. The use of picture can stimulate the students' mind directly when they see the picture, because it is human nature to think about picture. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. Furthermore, because everybody likes to look at pictures, the teacher can use it in the classroom to provide a stimulating focus for students' attention.

However there are criteria of pictures in order to be useful in teaching and learning reading; (1) They should be easy to prepare, so they will not take much time, (2) Easy to organize, (3) Interesting enough to attract students based on their level, (4) Meaningful and authentic, (5) Sufficient amount of language (Wright, 1989).

2.8 Hypotesis

Based on the theoretical assumption above, the researcher formulated the hypotesis as follow:

- a. There is a significant difference of students' reading comprehension ability in narrative text between before and after being taught through serial pictures.
- b. There is an increase of students' reading comprehension ability in narrative text after being taught through serial pictures.