

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Relevant Theories

The following describes definition, concept, kinds and purpose of reading comprehension and the level of reading comprehension. It is important to be known in order to understand about comprehending in reading. It will describe as follow:

##### 2.1.1 Reading Comprehension

Reading is one of the four skills of English. It is the skill that needs more attention from the students to have good interaction with the text. Andrew (2008:49) stated that reading is not an isolated process. There are some items process work together to enhance the development of each of the others: speaking, listening, reading, and writing” Listening and reading are the receptive processes (taking in *information*), and speaking and writing are the productive processes (giving out information).

Kalayo and Fauzan (2007: 114) state that reading is an activity with a purposes. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer’s ideas or writing style. The assessment is measurement of comprehension. Students’ ability is the important factors in determining students’ success in teaching and learning process.

Reading is a process to make comprehension about the text being read. When the readers get information and understand after they read a text, it is called reading comprehension. According to Wood and Connelly, reading

comprehension is a dynamic and interactive process (2009: 59). It means that in understanding the written text, the reader needs to recognize each word and to recover its meaning, puts together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text.

Klingner (2007:2) stated that reading comprehension is the processes of constructing meaning by coordinating a number of complex processes that include word reading, word, and word knowledge, and fluency. Furthermore, Snow stated that reading to read well is a long-term developmental processes. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (2002: 8). On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading.

The goal of all reading is to develop deep (productive) comprehension. Deep comprehension requires the reader to make inferences , to ask questions, and to build connection between related sources of knowledge (Dorn, Soffos, 2005: 12). Deep comprehension means that the readers are able to draw conclusion after reading the text, to question their self for more comprehension, and to construct connection between related sources and their background knowledge.

According to Brown (2003:189) there are some types of reading :

- a. Perceptive reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- b. Selective. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.
- c. Interactive. Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.
- d. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

#### **2.1.1.1 Concept of Reading Comprehension**

According to Klinger, Vaughn, and Boardman (2007, p.8), reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Comprehension is the process of deriving meaning from connected text (Pang et al., 2003, p.4). They state that the reader actively engages with the text to construct the meaning. Therefore, comprehension could not be separated from reading. On the other side, Snow (2002, p.11) states that, reading comprehension

as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words, *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Richards and Renandya (2002, p. 277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text) awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

In short, reading comprehension relates to the students' understanding about the text given by the teachers that they read and they try to analyze the texts and the meanings inside.

#### **2.1.1.2 Kinds of Reading Comprehension Skills**

According to Sarwono & Purwanto (2013) there are many techniques in reading comprehension, some of them are:

##### **1. Scanning.**

Scanning is a technique used to find specific information by looking at the text to find information we need. We use scanning to read schedules, meeting plans, and phonebooks, etc. in order to find the specific details we want.

##### **2. Surveying the text.**

Examining the text can be done by skimming through the text to see the general idea and how the idea is organized.

### 3. Skimming.

Skimming is used to quickly gather the most important information, or the gist of the text. We read the text quickly and skip non-essential information.

### 4. Intensive reading.

Intensive reading is used on shorter texts in order to extract specific information. It includes very accurate reading for detail. We use intensive reading skills to grasp the details of a specific situation.

### 5. Extensive reading.

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. We use extensive reading skills to improve our general knowledge of business procedures.

### 6. Understanding texts.

There are four ways to understand the text, namely understanding text structure or organization, understanding the conceptual meaning, identifying reference in a text, and understanding difficult words in a language.

### 7. Identifying reference in a text

### 8. Summarizing and notetaking. A summary is a shortened version of a longer text.

#### **2.1.1.3 Purpose of Reading Comprehension**

According to Anderson (1992:53) there are seven goals of reading, reading for the details and facts, read for main idea, reading for sequence of organization, reading for inference, classify reading, reading for evaluate and compare the

reading for the contest.

- a. Reading for details and facts: reading to find out what the subject of the story.
- b. Reading for main ideas: reading to get the problem statement.
- c. Reading to the order of organization: reading to know every part of the story.
- d. Reading to a conclusion: read to know what is meant by the author of the story.
- e. Reading to classify: reading to find things that are not ordinary.
- f. Reading to evaluate: reading to find out the value of the story.

#### **2.1.1.4 Level of Reading Comprehension**

According to Burns in Rini Widi Astutik (2013:14) there are four levels of comprehension that must be achieved in reading comprehension, they are literal reading, interpretive reading, critical reading and creative each of these skills could be explained as follows:

##### **1. Literal reading**

Literal reading refers to ideas and fact directly stated on the printed pages literal reading is in the skill of getting the primary direct literal meaning of words, ideas or sentence in content of literal comprehension. Recognizing states main ideas, details, causes, effects and sequences are the basic of literal comprehension and a through understanding of vocabulary sentence is important.

##### **2. Interpretive reading**

Interpretative reading involves reading between the lines of making inferences. The level demands high levels of thinking ability because the question in the category of interpretation are recorded with answer that are not directly

stated in the text but are suggested or implied.

### 3. Creative reading

Creative reading involves going beyond the material presented by the author. Creative reading requires the reader to use their imagination. In creative reading, the reader try to purpose new alternative solution to those by the writer.

### 4. Critical reading

Critical reading is evaluating written, comparing the ideas has found in the material will known standard and drawing conclusion about their accuracy, appropriates, and time lines. Critical reading compares previous experience to elements in the new materials such as content styles, expression, information and ideas or valves of the author.

## 2.1.2 Narrative Text

### a. Definition narrative text

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2 ) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres (2008), narrative texts are a form of discourse that has

been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time.

From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past. Kane gives a definition of narrative as the following quotes: “A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.”

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

#### b. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during



which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution, The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?). Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

## Example of Narrative Text

### Malin Kundang

#### Orientation

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

#### Complication

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

#### Resolution

His mother very broken heart because MALin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out.

Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

#### **2.1.2.1 Concept of Narrative Text**

According to Wahidi (2009, p. 7), narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic of the events which leads to a crisis or turning point of some kind, which in turn finds a resolution. Moreover, Gamble and Yates (2002, p. 20) state that narrative text relates a sequence of events. Narrative is not an aesthetic invention but the basic way in which we make sense of our experiences.

On the other side, Zaida (2009, p. 82) explains that narrative consists of several parts: 1. Orientation, this part introduce characters and sets the scene (where/when); 2. Complication, in this part, the main character is faced to a problem; 3. Resolution, this part tells how the problem is resolved, for better or worse.

From the explanation above, it can be assumed that a narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative is a text which contains about story and its plot consists of climax of the story (complication) then followed by resolution.

#### **2.1.2.2 Purpose of Narrative Text**

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deal with some problems which lead to the climax and them turn into a solution to the problem.

#### **2.1.2.3 Type of Narrative Text**

There are different types of narrative text. These types are based on the story types. According to Wijaya (2011) Common forms of narrative text which are studied in high school are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short,

traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are; Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba lake.

## 2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are; Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, and The story of monkey and crocodile.

## 3. Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are; Cinderella, Snow white, Pinocchio, Beauty and the beast, and The story of Rapunzel.

## 4. Science fiction

According to Basil Davenport (1955), Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are; To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clarke.

## 5. Folklore

Folklores or tales are traditional stories that are passed on from one generation to another. These stories teach lessons of life.

### 2.1.3 Folklore

The folk of the 19th century, the social group identified in the original term "folklore", was characterized by being rural, non-literate and poor. They were the peasants living in the countryside, in contrast to the urban populace of the cities. Only toward the end of the century did the urban proletariat (on the coattails of Marxist theory) become included with the rural poor as folk. The common feature in this expanded definition of folk was their identification as the underclass of society. Folklore is a collection of fictional tales about people or animals. Superstitions and unfounded beliefs are important elements in the folklore tradition. The study of folklore is called folkloristics. Folktales describe how a main character copes with the events of everyday life, and the tale may involve crisis or conflict. Both were originally circulated orally.

This folklore can include jokes, sayings and expected behavior in multiple variants, always transmitted in an informal manner. For the most part it will be learned by observation, imitation, repetition or correction by other group members. This informal knowledge is used to confirm and re-inforce the identity of the group. It can be used both internally within the group to express their common identity, for example in an initiation ceremony for new members. Or it

can be used externally to differentiate the group from outsiders, like a folkdance demonstration at a community festival. Significant to folklorists here is that there are two opposing but equally valid ways to use this in the study of a group: you can start with an identified group in order to explore its folklore, or you can identify folklore items and use them to identify the social group.

In addition, Folklore is that body of oral tradition which has been handed down from generation to generation. It is the learning of the uneducated, and the basis for much of our culture. Briefly, it consists of songs, ballads, tales, speech peculiarities, proverb, riddles, dances, play party games, customs, and superstitious beliefs. For students become acquainted with these various types, they are easily stimulated to collect songs, ballads and other forms, current in their particular communities, and pertinent to the study English.

### **2.1.3.1 Concept of Folklore**

Mac. Edward Leech sees folklore as “the accumulated knowledge of homogeneous, unshophisticated people. According to E.S. Martiand defines it as anthropology dealing with the psychological phenomenon of uncivilized. G.W. Boswel defines folklore “as the unwritten history of ancient societies preserved in the minds of the people and handed down through ages by the medium of language of practice”. In the International Encyclopedia of the social science, the term folklore has been defined as under: “Folklore means folk learning, it comprehends all knowledge that is transmitted by word of mouth and all crafts and techniques that are learned by imitation or example as well as product of

those crafts”. In addition, Mazharul Islam define folklore is the material is handed on by tradition, either by word of mouth or by custom and practice. It may be folk songs, folk tales, riddles, proverbs or other materials preserved in words.

### **2.1.3.2 Purpose of Folklore**

The main purpose of folklore is to convey a moral lesson and present useful information and everyday life lessons in an easy way for the common people to understand. Folk tales sugarcoat the lessons of hard life in order to give the audience pointers about how they should behave. It is one of the best mediums to pass on living culture or traditions to future generations.

Currently, many forms of folk literature have been transformed into books and manuscripts, which we see in the forms of novels, histories, dramas, stories, lyric poems, and sermons. Folk literature is, however, not merely a carrier of cultural values; rather, it is also an expression of self-reflection. It serves as a platform to hold high moral ground without any relevance to present day reality. Instead, writers use it as a commentary or satire on current political and social reality. In the modern academic world, folklores and folktales are studied to understand ancient literature and civilizations.

### **2.1.3.3 Component of Folklore**

Folklore encompasses such a broad range of human activities that any attempt to list the many genres and categories within it is bound to fall short. Accordingly, what follows is meant to be a representative survey, not an



exhaustive one. Examples are included from each of the main forms of expression: oral, material, and behavioral (or customary).

According to Danandjaja (1994:21) folklore divided into 3 major groups:

1. Verbal folklore. The folklore is purely oral form.
2. Partly verbal folklore.
3. Non verbal folklore. Nonverbal folklore is a non-verbal form of folklore, although the method of making it is taught orally.

According James Danandjaja (1994:22) divide the kinds of folklore in several group, there are:

1. Verbal folklore

- a. Folk speech

Folk speech is style of speaking, unique to people living within a geographic area. There are kinds of folk speech; dialect, slang, shop talk, colloquial, circumlocution, speech level, onomatopoeic, onomastic.

- b. Traditional proverb

- c. Traditional questions

- d. Folk song.

2. Partly verbal folklore

- a. Folk games

- b. Folk dance

- c. Traditional ceremony

3. Non verbal folklore

- a. Architecture building

- b. Traditional clothing
- c. Traditional medicines
- d. Traditional musical instrument, and
- e. Traditional food.

#### 2.1.4 Local Wisdom

Actually, the socio-cultural value is called local wisdom. Local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people. Therefore, referring to the purpose of education, character building could consider such socio-culturally based values/norms, local wisdoms. To be more specific, local wisdom could be regarded as both universal and specific values possessed by groups of people.

Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system. As a multi-cultural nation, Indonesia has many local values of its traditional-socio-cultural life that could be referred to as learning resources to especially undertake character-based education.

## 2.2 Relevance Studies

The first research by Adzanil Prima Septy Bung Hatta University – Padang 2016, with the entitled “*Managing Local Wisdom in English Teaching Material*”

said that the aim of such local wisdom content is to integrate students' communicative competence with appropriate character development. In particular, this paper will suggest how teachers could manage English materials containing local wisdom to internalize appropriate understanding and characters, and how such materials could be organized into attractive ICT based media. This would be an attempt to ignite the brighter future of English teaching and learning in Indonesia multilingual society.

The second research by Kullatida Chantop & Thanachart Lornklang 2016, with the entitled "*Using Local Wisdom Lesson through Scaffolded Reading Experiences to Promote Student's English Reading Ability*" said that the objectives of the study were: 1) to examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability, 2) to compare students' English reading ability post-test mean score with the criterion score of 60%, and 3) to explore students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences. The research instruments were local wisdom lessons, lesson plans focusing on scaffolded reading experiences, an English reading ability test, and a questionnaire. The data was analyzed using mean ( $\bar{X}$ ), standard deviation (S.D.), and The findings of this study r mean score was significantly English reading ability post score of 60%. Moreover, students had positive opinion towards learning English using local wisdom lessons through scaffolded reading experiences.

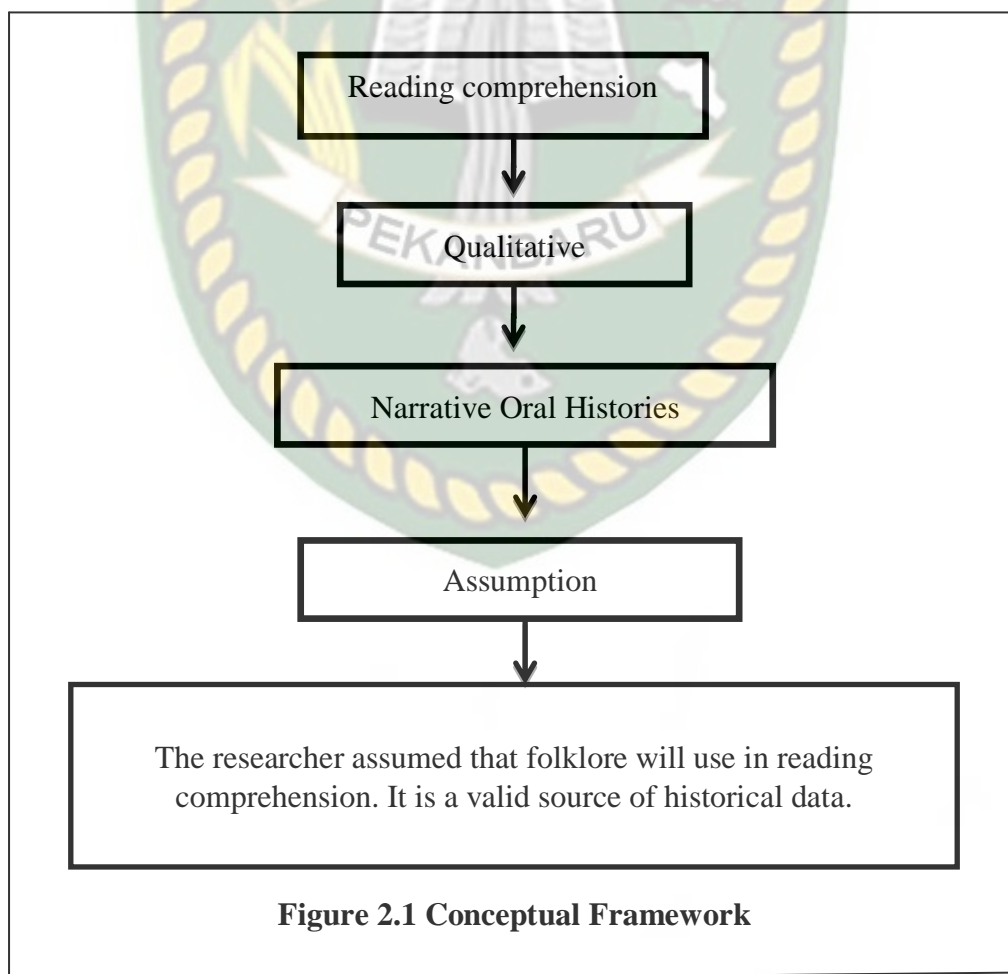
And the last research by Khon Kaen University, Khon Kaen, 40002, Thailand 2016, with entitled “*Strategy challenges the local wisdom applications sustainability in schools*” the research findings were as follows: The appropriate model in applying local wisdom in curriculum and learning and teaching development in elementary school included: 1) governmental and private sectors had to cooperate in promoting learning and teaching of community, 2) the Educational Institute and organization in community had to cooperate and support creativity of leaders and villager philosophers, 3) temple or church had to be the centre of local wisdom development, learning source, learning process, 4) the Educational Institute Administrators had to lead their local Education, motivate, encourage the family and community to be aware, and collaborate in learning process, and 5) for the teachers’ role, they had to study their community as well as information and select the villager science combining with local wisdom emphasizing on local wisdom application.

### **2.3 Conceptual Framework**

The concept of using Folklore (local wisdom) have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows. Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, the process, especially in learning English. The difficulties caused by a monotonously technique which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are

not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. There should be a solution to solve this problem. From the previous theoretical review, the researcher had discussed a term of the folklore. The mind map technique of reading a written text is one of effective ways to comprehend the text.

According to Syafi'i (2011:122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in a research paper. It means that it is used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation on the research.



As mentioned figure 2.2, the researcher will expose the folklore in Siak district. This analysis will help who learning about reading can using the folklore as a new way to teach in the classroom, exactly in English department.

#### **2.4 Assumption**

In this research, the major assumption of this research is will find local wisdom in Siak.. The oral tradition in Siak District is as valid a source of historical data. This assumption is based upon a further assumption that all history is subjective. Therefore, whether the report is passed from hand to hand or from mouth to mouth, the representation of the historical event is altered by the cultural, social, and economic – filter of the person transmitting the information. Thus, any portrayal of past events is influenced by the retelling.