

CHAPTER II

THEORETICAL FOUNDATION

2.1 Introduction

This chapter consists of theoretical foundation of the study. Those theories serve as a basis in investigating the problem of this study. In detail, this chapter describes about reading which consists of definition of reading and reading comprehension. In addition, it explains narrative which consists of definition, kinds, generic structures, language features, teaching narrative text and reason for teaching narrative text. Spelling Bee which stands as the main focus of this study is also elaborated in this chapter, which includes definition of Spelling Bee, the use of Spelling Bee, and the explanation of Spelling Bee in the classroom.

2.2 Reading

2.2.1 Definition of Reading

Croft (1972) affirmed that the skill of reading English as a foreign language requires improvement in terms of reading speed, vocabulary recognition, comprehension and complete reading selection. There are two major aspects that are involved in the activity of reading namely mechanical aspect and comprehension aspect.

The mechanical aspect of reading covers letter recognition, linguistics comprehension which includes phoneme, word, phrase, clause, and sentence, distinguishing the relation of spelling pattern with sound and of course reading speed in slow level. Tarigan (1998) emphasized that the comprehension aspects of reading covers lexical, grammatical, understanding the significance of meaning, evaluation and flexibility of reading speed.

In addition, McGinnis and Smith (1986) stated that reading is more than just a set of skills, because reading is a complex process. Reading is dependent on one's language development, experiential background, cognitive, ability and attitude towards reading. On the same issue McGinnis and Smith (1986) affirmed that reading skill is the result of applying those factors as the individual identifies, interprets and evaluates ideas from written materials.

2.2.2 Reading Comprehension

Comprehension is defined as the process in which the reader constructs meaning as closely and approximately as possible to the author's meaning by using cues and prior knowledge to infer the meaning. Comprehension is all about understanding what you read, because without proper understanding, the process of reading will be completely useless. According to Smith (2000), reading is like asking questions to a printed text, and reading with comprehension becomes a matter of getting your questions answered.

Anderson, et al (1996) suggested three level of comprehension. The first level is reading the lines. This level relates to the literal meaning of the text. This level is intended to find out what the writer wants to say through the text. A second level of comprehension is reading between the lines. At this level, the reader is expected to be able to interpret the context of the text. The last level is reading beyond the lines. This is the final level of comprehension, in this level the reader is expected to be able to generalize the text.

2.3 Narrative

2.3.1 Definition of Narrative Texts

The main focus in this study is narrative text for it is the most frequently occurred and widely used in language teaching. According to Anderson (2003, p.8), a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Accordingly, the purpose of narrative text based on Anderson (2003, p.6) statement above is to present a view of the world that entertains or informs the reader or listener.

Shlomith Rimmon-Kenan (1983, c.f Talib, 2007) defined narrative fiction as the narration of a succession of fictional events. Additionally, it deals with events that constitute problem for one or more the characters who are motivated to confront the problem and attempt to solve it (Rothery in Tickoo, 1995:285). Therefore, narrative text has a sequence of events that are unusual in an entertaining ways

Seymour Chatman (1978: 31 cited from Talib, 2007) defined narrative as a structure which is made up of narrative statements. Narrative statements have something to do with story. Therefore, it always deals with story which shows a set of experience of the world life, it can be an animal or human. For that reason, narrative is aimed to amuse, entertains and to deal with actual or vicarious experience in different ways (Gerot and Wignell, 1994:204).

Narrative text can be a fairy story, fable, science fiction story, romantic story, humorous story, travelogue, ghost story, crime story, thriller, folk-tale, personal experience, and many more. However, it is generally distinguished into two forms, namely fictional and non-fictional.

According to Gorski (2008) a fictional narrative is the “story of the self” that people use to define who they are. Their history, memories, and beliefs are all parts of the fictional narrative. Fictional narrative presents an imaginary narrator’s account of a story that happens in an imaginary world. Fictional narrative is appreciated for its entertainment and educational value, for providing a vision of characters who might exist or might have existed. Fictional narrative can attract the reader due to its ability to rise the whole parts of human emotion, such as to make our mind confused, to give us hope, to make laugh, or to let us experience empathy.

Conversely, non-fictional narrative presents a real life person’s account of a real life story. It retells of a true story in which a series of events come to life. Unless there are reasons for questioning an author’s credibility, it can serve as evidence of

what happen in the real world. Based on Humes (2008) statement on his articles *A brief Introduction to Narrative Nonfiction*, narrative nonfiction imposes structure, theme and subtext to events, place and character. Unlike novelists, authors of narrative nonfiction must live with the fact that real people and real facts seldom conform very tidily to these conventions. According to that statement, non-fictional narrative may include the author's opinion and feeling. In principle, the author of a factual narrative is accountable for the truth of its statements.

For those two forms of narrative, fictional narrative is usually used in the classroom activities. Therefore, this study will use fictional narrative as the main material in order to facilitate students to understand the narrative text, including its content, generic structure and language features.

2.3.2 Generic Structures and Language Features

In order to understand the narrative text, other aspects of the text have to be considered, that is the generic structure and language features.

According to Anderson (2003, p.8), the steps for constructing the narrative including (1) an orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening, (2) a complication that sets off a chain of events that influence what will happen in the story, (3) a sequence of events where the characters react to the complication, (4) a

resolution in which the characters finally sort out the complication, (5) a coda that provides a comment or moral based on what has been learned from the story.

Moreover, the language features that are usually found in a narrative according to Anderson (2003, p.8), are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting.

In addition, Gerrot and Wignell (1994, p.204) stated that the language features of a narrative text are specific and individualized participants, material process to shows what happened and what someone do or what is done, relational process to identify something or to assign a quality of something, mental process as a process of sensing, temporal conjunction and temporal circumstances that describe time and place, also past tense.

2.3.3 The Importance of Teaching Narrative Text

The 2004 Curriculum has been implemented in Indonesia since 2004. It emerges on the basis of the genre-approach that exposes the students to the use of various text types. This curriculum applies learning cycle (i.e. oral and written cycle) on the teaching learning process. Each cycle consists of four stages, i.e. building knowledge of the field, modeling, joint construction, and independent construction. In Indonesia curriculum of English subject of high school, narrative is the most exposed genre.

Narrative is exposed mostly because of its social function and its simplicity. Students have already been introduced to narrative text since they were children.

Narrative has various purposes; Dietsch (2003 c.f Widaningsih, 2009) stated that the purposes of narrative are to reflect, entertain, tell, clarify, or influence. However, using stories or narrative text is a better way to convey teachers' point or the meaning of what they are trying to teach. They stated that stories afford a more interesting way of getting students information and stories allow the teacher to have something to talk about with the student.

Narrative text also tightens the connection between teacher and students in the classroom.

Stories also show students that we all have similar life experiences. It promotes growth and trust between teacher and student, building rapport. Narrative texts or stories are an excellent group dynamic, bringing people together. It was also stated that stories keep the classroom lively for the teacher - when there is laughter, and then the students are engaged in learning. Stories also expose students to literature and teach vocabulary, Butcher (2006).

Considering on the explanation above, teaching narrative text in the classroom will give a lot of benefit to the student. Hence, a good or creative teaching and learning process is needed to influence the students in getting the best achievement in learning narrative.

2.3 Spelling Bee

2.3.1 Definition of Spelling Bee

According to Uranga (2003) spelling bee is a contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *spelledown*. It started a decade ago as a way to improve children's reading and comprehension skills. Spelling bee is more than memorizing words or letters which form a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the words correctly, such as definition, alternative pronunciation, kinds of words (noun, adjective, verb, etc), until the example of sentence which using those words. That is in line with Wintarto's statement (2007) that the speller thinking process is as complex as Hercule Poirot's cells brain in linking every single facts so that final estimation about the killer and the way he or she kills the victim can be achieved. If they have a bad shot they will be failing.

Based on Kichura (2008) a spelling bee is a competition, usually among children, where contestants are eliminated for misspelling a word. However, spelling bees can be conducted anywhere and anytime. Even adults have their own spelling bee, with the list of words that more difficult to children.

2.3.2 The Use of Spelling Bee

Karen (2008) said that one of the winners in Spelling bee competition, Chase Brown, had studied every night since winning the Anderson County Bee. He also stated that he like to get to learn new words. That is in line with Uranga statement (2003) that spelling is a very important part of education, and it's often part of class work and homework as a subject. Organizing a spelling bee in the classroom is a fun way to get the children to brush up on their spelling skills and get everyone involved in the learning fun.

Based on Kichura (2008), spelling bee encourages students to study their spelling words, as well as to learn how to compete with one another. If students are encouraged to study their spelling words, it means that they will increase their vocabulary which soon will be able to raise their understanding on a certain text, especially on narrative text.

2.3.3 Spelling Bee in the Classroom

Before playing any game with students, especially in the classroom, it is important to practice so that students can understand the procedure clearly. The game can then be demonstrated in front of the class so that everyone understands how to play. Establish rules for playing the games. Let the students realize the rules. Accordingly, to make Spelling Bee works fluently in the classroom we need to make the procedure clear by explain it to the students.

According to Herrera and Zanata (2000) there can be several ways to conduct Spelling Bee game in the classroom, because Spelling Bee requires no preparation and is therefore easy to set up. This study adopted one of Spelling Bee techniques from Herrera and Zanata (2000), before we start Spelling Bee, teacher give the students a narrative text, let them read two or three times, asks students to understand the text, then Spelling Bee can be started. Every meeting has different material, accordingly the words that were used in Spelling Bee also different. For example, if we talk about past tense, the words that are asked to the students would be in the form of past tense.

