

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

Theory has very important function in the research, namely providing a structured and coherent conceptual framework, so that researcher can understand the phenomenon being studied in the correct perspective. The researcher used several theories about reading, reading comprehension levels and narrative text.

1.1.1. Definition of Reading

There are some theories about reading. According to Kern, (2000:24), “reading means the process of looking at a series of written symbols and getting meaning from them”. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Next, Dalman (2014: 5) stated that reading is an activity or cognitive process that seeks to find various information that was in writing. This means that reading was a thought process understand the content of the text read. Therefore, reading is not just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that reading is an activity to understand meaningful symbols, signs, writing so that the message is conveyed by the author can be accepted by the reader.

Then, Nurhadi (2016:2) added that reading is the process of processing reading critically-creatively done by the reader to gain understanding thorough

review of the reading, followed by an assessment of the circumstances, the value, function, and impact of the reading. Then, Ana Widyastuti (2017:2) emphasized that reading as an activity that involves auditive elements (hearing) and visual (observation). The ability to read begins when children are happy to explore books by holding or flipping through language books as the main means of communication to express their wishes and feeling his need. In short, reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps getting the information about political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior, it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

1.1.2. Types of Reading Activities

Henry (2008:13) distinguished the types of reading divided into two types, namely: the first is reading aloud and the second is reading silently. In addition, Patel and Praveen (2008) mentioned that there some types of reading activities such as intensive reading, extensive reading, aloud reading and silent reading.

- a. Intensive reading is type of reading that focuses on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary was exist in poem, poetry, novel or other source. For example: The students focus

on linguistic or semantic details of reading and focus on structural details such as grammar.

- b. Extensive Reading is type of reading involves learners reading texts for enjoyment and to develop general reading skills. For example: the students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only need a general understanding of the contents.
- c. Aloud reading was reading by using loud voice and clearly. For example: reading poetry, dialogue, and other type of text.
- d. Silent reading activity means to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. For example: The students read a text by heart.

2.1.3 Reading Comprehension

According to Tarigan (2008:58) “Reading comprehension means to read with some purposes at understanding (1) standards or literary norms, (2) critical reviews, (3) written drama, and (4) patterns of fiction. Then, Dalman (2014:87) added that reading comprehension is a reading that is at a higher order. Reading comprehension means reading cognitively (reading to understand). In reading understanding, the reader is required to be able to understand the contents of the reading. Reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text was selections. It means that the ability to comprehend the passage require the power of understanding the total meaning of the passage. Reading

comprehension ability can be defined as the reading process which the readers understand the passage of the text, understand total meaning of the text, both implicit and explicit meaning and to be able answer the question about the text well.

The main purpose of reading comprehension is to gain understanding. Reading comprehension is a reading activity that seeks to understand content through reading text. To understand reading thoroughly, the students must have the following abilities: (1) The ability to grasp the meaning of the words and expressions used by the author, (2) The ability to grasp the implied meaning, and (3) The ability to make conclusions. Somadayo (2011:19) also added that the factors that influence on reading comprehension, namely: intelligence level, language skills, attitudes and interests, reading conditions, habits reading, knowledge of how to read, social background, economy and culture and emotions. Based on several definitions of reading comprehension that have been stated that reading comprehension means a complex thought process that include the ability to think and understand the meaning of the text using prior knowledge that the readers have.

2.1.4. Types of Reading Comprehension

According to Somadayo (2011:19), the types of reading comprehension namely:

- a. Literal Reading Comprehension

Literal reading is the ability of the reader to recognize and capture the contents of the text listed explicitly (explicit). The reader only captures that information printed literally (obviously) in the reading.

b. Interpretative Reading Comprehension

In interpretive reading comprehension, the reader plays an active role to construct the meaning of what was stated in the text. Readers make inferences from implicit information combines information in text with background knowledge which owned.

c. Critical Reading Comprehension

Critical reading comprehension is the ability of the reader to process reading material critically and find the whole the meaning of the reading material, both explicit and meaning.

d. Creative Reading Comprehension

Creative reading comprehension is the highest level of one's reading ability. Readers not only capture the explicit meaning, the meaning between the lines, and the meaning behind the lines, but also be able to creatively apply what they read for everyday purposed.

2.1.5. Levels of Reading Comprehension

There are three levels of reading comprehension used in this research; they are: literal, interpretative, an applied reading comprehension. Vacca & Mraz (2016:21). Three levels of comprehension are literal, interpretative, and applied

comprehension. *Literal comprehension* means what is actually stated in the text. Literal comprehension means to comprehend about facts and details to get surface understanding. Common questions used to this level are who, *what*, *when*, and *where* questions.

Interpretive comprehension means what is implied or meant, rather than what is actually stated. Literal comprehension means to comprehend by drawing inferences, tapping into prior knowledge and experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated. The types of questions used in interpretive level are open-ended, thought-provoking questions like *why*, *what if*, and *how*.

Applied comprehension means taking what is said (literal) and what is meant by what is implied (interpretive) and then extended (apply) the concepts or ideas beyond the situation. Applied comprehension is about analyzing, synthesizing and applying. In this level, the students are analyzing or synthesizing information and applying it to other information. (Vacca & Mraz, 2016).

Level 1: Literal Comprehension means reading what is right there

In this level, the students find the answer in the text. The teacher can ask the students to find the following information in the text:

- a. Identify the main ideas of the paragraph or short story.
- b. Recall details that support the main ideas.

- c. Organize the sequence in which the main events occurred.

Examples of literal question are *what happened, how many, how did, who, what is, which.*

Level 2: Interpretive means reading between the lines

In this level, the students interpret the information to find answers. The teacher can ask the students to find the following information in the text:

- a. Predict endings and anticipate consequences.
- b. State reasons for events.
- c. Make generalizations.

Examples of interpretive questions are *why did, what was, what do you think about, can you explain, ow was this similar to,*

Level 3: Applied mean reading beyond the lines

In this level, the students make links between the text and his or her own experience and knowledge to develop an answer. The teacher asks open-ended questions to promote deeper understanding and do the following:

- a. Make generalizations.
- b. Make comparisons.
- c. Make judgments.
- d. Make recommendations and suggestions.
- e. Make decisions.
- f. Create alternative endings.

Examples of applied question are *how would you, do you agree, what would have happened if, how might, what effect does, if you were . . . what would you.*

2.1.6. Narrative Text

Abbott (2010:1) stated that narrative text is a story to entertain the reader and the audiences. Stories in general have an event or several events that run according to the chronological time and events that are delivered through several media. An event can qualify as a story if there is a change from the initial state. Then Nielsen (2008:172) stated that narrative text has a chronological order of events. Basic components of narrative text are the chronological order of the events (story), the verbal or visual representation (text), and the act of telling or writing (narration). The story and plot are technically elements of a narrative. Based on the definitions of narrative text, it can be said that narrative is an event that can lead to a different situation and not limited to one event only but rather several of them occur simultaneously chronological or sequential.

Narrative text is a text that discusses the devices and conventions of a story. The story can be categorized as fiction or facts that have been arranged sequentially. This allow the audience to be involved in the story (Eriyanto, 2013:1). Narration is also be distinguished from description. If description text is a form of discourse that describe objects in as much detail as possible so that it is as if the object is in front of us, then the narrative is a form of discourse that tell an event Therefore, an important element of a narrative text is the element of

chronological event (Cobley, 2013:87). Other elements of the narrative text are the plot, characters and setting. The plot is the basic of all the elements contained in the narrative because it describes from storyline. The character is the character or characters that exist in a story. The creation of the narrative includes two basic elements, namely the creation of or action that occurs in a series of time, describes an object static, then the narrative tells of a dynamic life in something time series based on the description, the narrative can be limited as the form of discourse lived and strung together to become an event happens in a time situation (Ryan, 2017:517).

A narrative typically consists of three stages: **beginning, middle, and end**. The beginning introduces the characters, setting, and conflict. The middle develops the plot and conflict, while the end resolves the conflict and concludes the story (Todorov, 2018:108). Structure of Narrative Text consists of three parts: (a) Orientation contains the introduction of the characters in the story as well as the time and place of occurrence. (b). Complication contains an overview emergence of crises or problems experienced by characters in the story to be solved. (c) Resolution contains about how the characters of the story solve existing problems in the Complication. Usually there are more than a Resolution for a Complication.

The narration contains an explanation of how the story is told, how the material of a story is selected and arranged to achieve a certain effect on audience. Narration is the process and effect of representing time in text. Each narrative has a plot based on continuity the events in a causal relationship. There are sections

that start the narrative, there are parts that were further development from the initial situation, and there were parts that were a further development of starting site, and there's a section that end that narrative. It is the groove that marks when a narrative begins and when it ends. According to Todorov (2018:89), In the early part there are basic situation interactions and then in the middle poses conflict and in the end it usually ends happily. Of course, it goes through intervention of the product to be sold. From the definition above, it can be concluded that narrative text analysis is analysis used to entertain or construct the structure of a stories, both fictional and factual, in which there are setting, plots, characters portrayal, etc.

2.1.7 Generic Structure of Narrative Text

According to Grace (2001:45), the generic structure of narrative text consists of orientation, complication, resolution, and re-orientation. It assumes that a narrative text is a type of text that tells a story and includes humorous events for the purpose of entertaining readers or listeners. The generic structure of narrative texts is in the following:

1) Orientation

It tells about setting the scene: where and when the story takes place and introduce the story's participants: who and what was involved in the story.

2) Complications

It tells about the beginning of the problem that led to the crisis (climax) of the main actors.

3) Resolution

It tells about the problem (crisis) is resolved, either with a happy ending or with a sad (tragic) ending.

4) Re-orient / Coda

It is about an afterword to the story and optional. It consists of moral lessons, advice or teachings from the author.

2.1.8. Example of Narrative Text

Goldilocks and The Three Bears

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool. A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep. While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised.

Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover, the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she was!" Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

1.2. Previous Study

To support and to prove the originality of the research, the researcher used some previous studies which are relevant to the research entitles analyzing students' reading comprehension on narrative text based on three levels of reading comprehension at the ninth grade of MTS Babul Ulum Medan in 2022/2023 academic year. The previous study related to this research are in the following

The first study entitles "*Analysis of Reading Comprehension in Narrative Text at the Tenth Grade Students*" by Sri Ninta Tarigan (2022)". This study aimed to analyze students' understanding of the contents of narrative texts. The sample of the research was the tenth graders at the Budi Murni Catholic Private High School. This study used a quantitative approach. The data collection techniques in the form of distributing questionnaires in the form of a Likert scale, then calculating the results of the answer instruments obtained by each student, followed by coding the answer instruments, after which the values were sought:

mean, media, and mode, then the reliability test and validity test carried out with the aim of proving the validity of the student's answer instrument. So, it can be concluded based on the results of the analysis obtained by each learning target, 23 respondents found it easier to understand narrative texts after seeing and/or hearing stories with excessive frequency, there 5 students who declared fluent. In retelling the narrative text that has been read, 7 students were able to understand the lesson other than with the help of fingers, pens, or others, 7 students were able and as many as 6 respondents were not in a position to understand the narrative text, even though there were a few sentences left in the text.

The second study entitles "*An Analysis of Students Reading Comprehension on Narrative Text at SMP Pencawan Medan*" by Juliana Montes (2021). The researchers applied the descriptive qualitative method in this research to describe the students' ability in reading comprehension narrative text at grade VIII of SMP Pencawan Medan. The purpose of this research was to find out the students' difficulties in reading comprehension narrative text. The researchers used a reading test and interview instruments in this study. There were 18 students of class VIII SMP Pencawan Medan done the research. Based on the result obtained, it found only 4 students managed to get more than 90, and most students get less than 55. It was known that their ability in reading comprehension was poor. It caused by the lack of vocabulary and lack of desire to read narrative text.

The third study entitles "*An Analysis of Students' Reading Comprehension Ability on Narrative Text Based on the Four Levels Comprehension Skills at the*

Tenth Grade of SMAN 2 Punduh Pidada in the Academic Year of 2020/2021”.

This research used descriptive qualitative method. The population of this research was students in the tenth grade of SMAN 2 Punduh Pidada. Cluster random sampling was used to take the sample which consisted of 28 students of the class X IPA. In collecting the data, the reading test was used to acquire data. The result showed that for each level of comprehension skills, there were different percentages of the students’ correct answers. The percentage of the literal level 32% correct answer, interpretative level 25%, critical level 23%, and creative level 20% correct answer. The score distribution in comprehending narrative text based on literal level, most of the students fell into the "Moderate" category, and most of the students in the interpretative, critical, and creative level fell into the “Low” category. It means that most of the students able to answer the questions at the literal level. While, most of the students unsuccessful in answering the questions in interpretative, critical, and creative levels. It means that the most mastered level comprehension skill in comprehend narrative text for literal levels.

The fourth study entitles “*An Analysis of Student’s Difficulties in Reading Comprehension on Narrative Text at Ninth Grade Students of MTS Muhammadiyah 01 Randublatung*” by Mardhani Sheptya Sri (2022). This study aimed to describe the difficulty of reading comprehension of narrative texts, to find out the factors that cause students' difficulties in understanding reading in narrative texts and to find out the teacher's strategy in overcoming students' difficulties in reading comprehension in narrative texts. The method of this research was qualitative by using descriptive approach. The population in this

study was ninth grades students of MTS Muhammadiyah 01 Randublatung academic year 2021/2022 with totaling 25 students in Mts Muhammadiyah 01 Randublatung. Data collection used the method of test and interview. Based on the results of tests that have been carried out by students, it showed that as many as 11.08% of students who had difficulty to find the main idea. There were 29.55% of students who had difficulty to find certain information (scanning). There were 30.40% of students who had difficulty to find conclusions / making inference. There were 11.93% of students who had difficulty to find references. And lastly, there were 17.05% of students who had difficulty to find an understanding of the meaning of the word. From the results of interview data analysis, the researcher found five factors causing students' difficulties in understanding reading in narrative texts. These factors are: lack of motivation, inadequate instructions given by the teacher, lack of vocabulary, home environment and school environment. It can be concluded that ninth grade students of MTS Muhammadiyah 01 Randublatung got some difficulties in understanding narrative text.

The fifth study entitles *“An Analysis of Students’ Difficulties in Comprehending Narrative Text at Senior High School 8 Mandau”* by Dian Hervi Novita (2019). This research used descriptive quantitative method. Based on the researcher’s preliminary research, it was found that some of the first-grade students at Senior High School 8 Mandau were taught about narrative text but still got difficulties in reading narrative text. The researcher formulated the problems into two research questions, 1) what are the difficulties in reading narrative text?

2) What factors cause the difficulties in reading narrative text? Therefore, the objectives of this research were to find out the students' difficulties in reading narrative text, and to find out the factors that cause the students' difficulties in reading narrative text. This study used descriptive research. The subject of this research the first-grade students of Senior High School 8 Mandau while the object of this research students' difficulties in reading narrative text. The researcher used simple random sampling technique to take the sample; there 35 students as sample from 138 students. To collect the data, the researcher used test and questionnaire. The test was conducted to find difficulties in reading narrative text. The questionnaire used to find out the factors that cause the students' difficulties in reading narrative text. Based on data analysis, the researcher found that the highest difficulty in reading narrative text identifying generic structure. The percentage of students who were not able to identify generic structure of narrative text 54.28% and the researcher found that the highest factors that cause difficulties in reading narrative text were in the level of the text (reliability). The percentage of students' difficulties in reading narrative text in the level of the text (reliability) was 75.14%.

The sixth study entitles "*Students' Reading Comprehension on Narrative Text at the First Semester Students of English Department of Ummat in Academic Year 2019/2020*". The aim of this research was to diagnose and analyze the students' reading comprehension ability on narrative text at the first-semester students of English Department of Ummat. The method of this research was descriptive quantitative method. The results of this research were; 1) Based on the

result of test, the students' ability in comprehending narrative text in various categories; Only 1 (5%) student got excellent category, 6 (25%) students got good category, there 8 (33%) students got fair category, 5 (21%) students got poor category and 4 (16%) students got very poor category. Based on the passing grade of Intensive reading subject was 70 (B), it means only 30 % (7 students) got ≥ 70 and 70% (17 students) got < 70 . 2) Based on students' response of questionnaire, the students' knowledge about the theory of narrative text was calculated as follows; 62.5% (15) students understood about definition of narrative text, 37.5% (9) students knew about generic structure of narrative, 20.83% (5) students understood about the communicative purpose of narrative text, 45.83% (11) students comprehended the generic structure of narrative text and 4.17% (1) student knew the characteristics of narrative text

The seventh study entitles "*An Analysis of Student's Reading Comprehension of Narrative Text with Online Reading Resources at The First Grade SMA Negeri 6 Pekan Baru*". The type of test used was multiple choices at SMA negeri 6 Pekan Baru. This research was qualitative research, consisting of 40 students of class X MIPA 6. Data collection was 20 multiple choices tests from 1 narrative text to analyze student's reading comprehension of narrative text The result show that the student's score in reading comprehension of narrative text was the highest score of orientation with a percentage of 100% meaning that the category was very good. Students do not face problems in finding characters, settings, and time in narrative texts. Seconds, while being complicated was getting a percentage of 92.5%. it means that it was good that students do not face so many

problems to find the main problem in the narrative text. Third, the student evaluations get a percentage of 75% meaning that the fair category students do not face many problems to find goals in narrative texts. Fourth, the students got a percentage of 70% meaning that the fair category of students not so difficult to find the ending and moral values in narrative texts, and the last the re-orientation of students who got a percentage of 62.5% a story in a narrative text.

The eighth study entitles “*The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X of SMAN 2 Padang*” by Nurul Hapizah Damanik (2019). This research qualitative research that aimed to identify the reading comprehension questions in English textbook by using Higher Order Thinking Skill. This study also aimed to analyze and evaluate reading comprehension questions in English textbook. The data used in this research was reading comprehension questions of English textbook. The English textbook were from grade X of SMAN 2 Padang. The result of this research also found that the mostly-used HOTS criteria in the reading comprehension questions was analyzing category. The knowledge dimensions found in the questions were factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

The ninth study entitled “*An Analysis of Students’ Reading Comprehension on Narrative Text at The Ninth Grade SMP Negeri 3 Kampar Hilir.*” This qualitative descriptive text was purposed in analyzing the reading comprehension in narrative text. The sample of this research the ninth grade of students SMPN 3 Kampar Kiri Hilir the data take by using test in the form of

multiple choices. The result of the data shows the student's reading comprehension skill in narrative text fairly good. It can be seen from the research of data, there were 2 students in the category of excellent with the score 87,5 and 95,75, then 16 students who were in category of good. The highest score in this category was 75 and lowest score was 62,5. On the category of fair, they were 4 students in this category. The highest score in this category was 56,25 and the lowest was 43,75. The last was category of poor with 2 students with score 37,25 and 25.

The tenth study entitles "*An Analysis on Students' Reading Comprehension Difficulties in Narrative Text at SMA Muhammadiyah Bangkinang*" by Yesi Fauzia (2023). This research was motivated by the problems faced by students because student have difficulties in reading comprehension the narrative text such as difficulties to finds detail, translating new words, finding main ideas and making inferences. The purpose of this study was to determine the students' reading comprehension difficulties in Narrative text. This study used a qualitative research design. The sample of this research was Tenth grade students of SMA Muhammadiyah Bangkinang. In the study, the research use questionnaire as an instrument of collecting data. In analysis of data, the research steps are coding, data reduction, data display and conclusion. Based on the result of research through questionnaire, most of the student chose "Strongly Agree" with the statement that they had difficulty in learning to read. It can be concluded that the result were students difficult to understanding long sentence and text because lack of vocabulary, grammar and remember, difficult to understand the reading

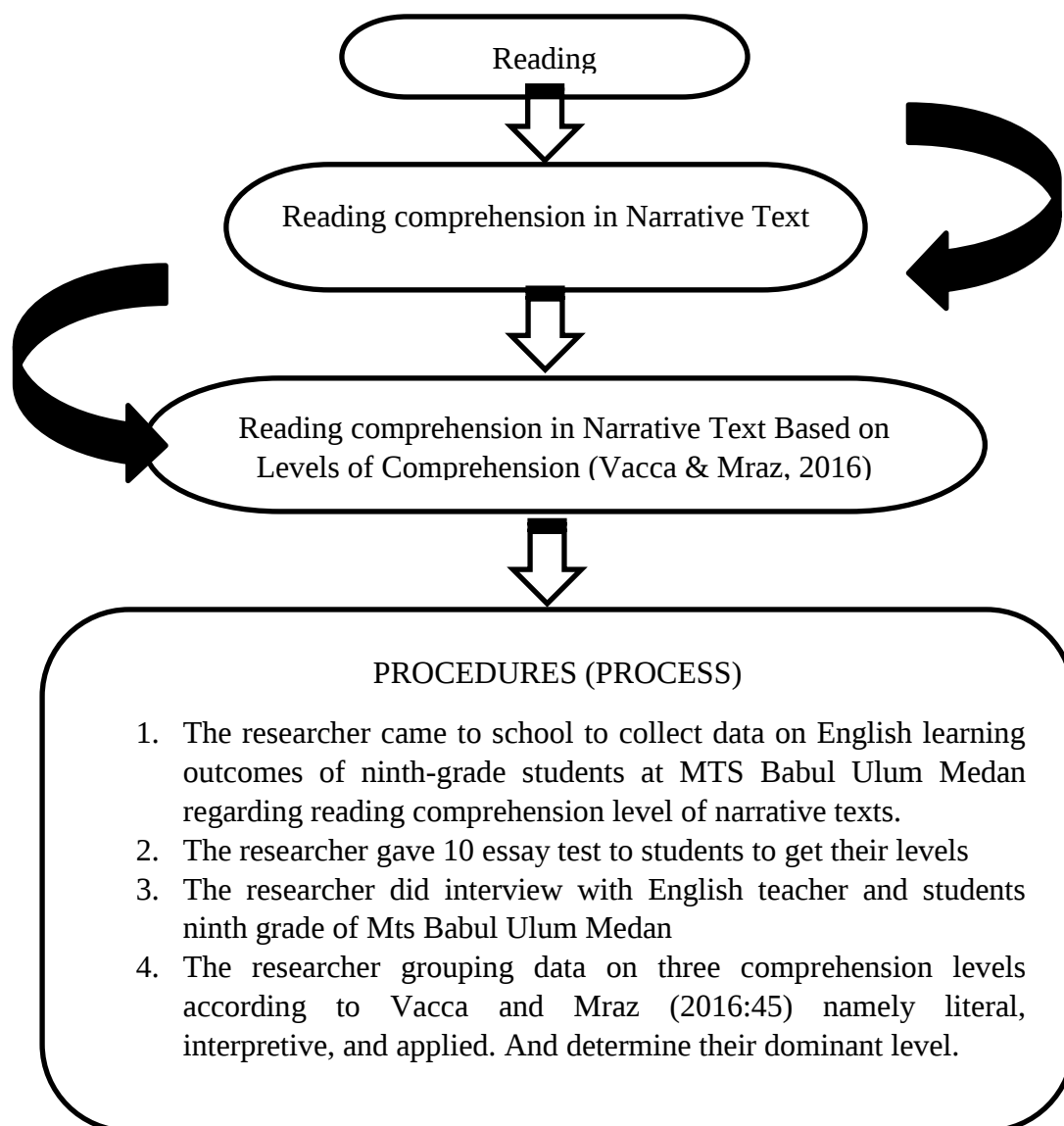
text before knowing the topic and background, students read slowly and carefully, reread, summarize in their own word, translate English into their native language, to understand the text and difficulty in concentration.

1.3. Conceptual Framework

Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information and comprehension from the reading material. (Brown, 2002:89) stated that reading comprehension is primarily a matter or important skill to develop. It's very efficient used as strategy, method or technique to understand something to read. It means that reading comprehension involves many interactions between readers, the previous knowledge, and the text to get information. In short, reading comprehension as the reading process which the readers understand the passage of the text, understand total meaning of the text, both implicit and explicit meaning and to be able answer the question about the text well.

However, in this research, there were some problems faced to understand the meaning of the text when the students answered the question such as about finding main ideas, details, making inferences, and as a result, students got difficulties in retelling and transferring the information from the text. Students' problems also be related to levels of reading comprehension in this research. There were three levels of reading comprehension. Three levels were: Literal, interpretative, and applied comprehension. (Vacca & Mraz, 2016:45). This research analyzed students' reading comprehension of the ninth-grade at MTS Babul Ulum Medan based on the reading comprehension levels.

There were four processes described in the conceptual framework of this research: Firstly, the researcher came to school to collect data on English learning outcomes of ninth-grade students at MTs Babul Ulu Medan regarding reading comprehension of narrative texts. And secondly, the researcher gave 10 essay test to students to get their levels and then The researcher did interview with English teacher and students ninth grade of Mts Babul Ulu Medan The researcher grouping data by grouping data on three levels according to Vacca and Mraz (2016:45) namely literal, interpretive, and applied to determine the dominant level of students' reading comprehension.



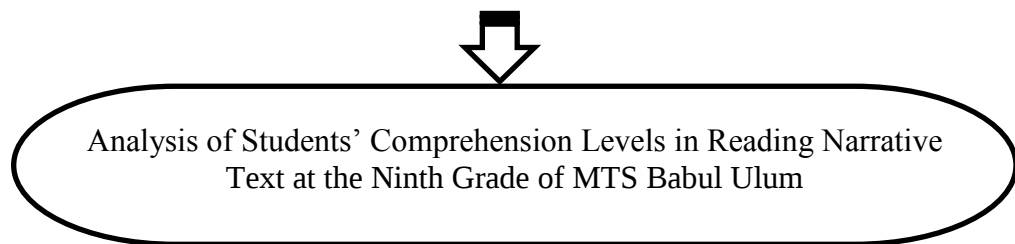


Figure 2.1 Conceptual Framework of “Analysis of Students’ Comprehension Levels in Reading Narrative Text at the Ninth Grade of MTS Babul Ulum Medan”

(Wan, 2023)