

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Reading

1. The General Concept of Reading

Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding (Ningsih, 2017). Sari (2017) states that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics - it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control. Reading habits, like other habits, develop over a certain period. Motivation and reading skills are only two aspects of a complex set of factors that contribute to reading habits. Why, educators, politicians, and parents ask, some students like read and do every opportunity they have and other students - often deeply same family or classroom - do not like the idea of reading anything. May be, because reading is a business activity that often involves choices, motivation is very important reading involvement. Meanwhile the definition of reading that expressed by Sari (2013), Reading is a form of communication between readers and writers. The information and ideas that are exchanged are a form of communication between writers and readers. Their way of communication is in the form of delivering the author's ideas to the reader so that the reader can obtain

certain information. The information becomes new knowledge or as entertainment for readers. From several expressions the researcher conclude that reading is a process of reconstructed the ideas or ideas contained in a text/writing as well as the information initiated by the author. Reading has a very vital role in contributing to the golden generation of progress, of course we agree that reading will increase intelligence and knowledge.

2. The Advantages of Reading

a. Reduces Anxiety and Anxiety

First, it turns out that reading can reduce anxiety. The context of reading in this case can be broad. It can be interpreted that reading the holy book (according to the teachings of each religion) can also be any book.

b. Make the Brain Develop

The second benefit is that our brains are much more developed. It is different when the brain is accustomed to reading. It feels like the brain becomes more active in thinking and is trained to do small analysis. At least from this little habit will affect you in spilling ideas, speaking words and so on. At least your way of thinking is clearer and more developed.

The habit of thinking analytically also stimulates the brain to be more open to receiving opinions and knowledge from others. One indication can be seen that you often learn from other people's experiences, rather than blaming other people or making up other people's mistakes.

c. Increase Knowledge

Reading is effective in increasing your knowledge. Not only that, your brain is better at remembering things too. Every time you have a problem or problem, you can use the knowledge you have to solve the problem that is right in front of you.

d. Become a More Thinking Person

The fourth benefit of reading is to help you become a simpler thinking person in dealing with problems. People who have good thinking skills have their own ways and solutions. Where the solution decision is taken as a reflection that there are many simple solutions. Problems should be addressed wisely, easily, and not overly thought. Or what we more familiarly call an attempt to simplify the problem.

Unfortunately, not everyone can simplify their problems. That is why, many people are stressed but they are not aware of their stress. Many also end up running away, which in my opinion is a symptom that there is a problem that cannot be treated.

e. Play a role as a Comforter

For some people, the benefits of reading books are not only to broaden their horizons, but also to seek pleasure, entertainment, or enlightenment from any existing problems. Moreover, humorous books, novels, or books that are interesting but funny will make readers feel entertained. At least smile yourself with the book he is holding.

f. Improve Memory

Reading will train the brain to stay active, the cells in the brain will be active and get used to seeing something new (words) in a fast time. At the time of reading, we will read the words in a short time right.

3. Purpose of Reading

Reading is one of the demands of modern society. Through reading activities, we can know and master various things. The purpose of reading according to Hildawitri (2019) states that the purpose of reading will affect the acquisition of reading comprehension. If the stronger the purpose of a person in reading, the higher the ability of that person to understand the reading. Hildawitry (2019) argues that the purpose of reading is distinguished in general and specifically. In general, among others (1) get information, (2) get understanding, and (3) get pleasure.

Specifically, the purpose of reading is (1) obtaining information, (2) obtaining information about something specific and problematic, (3) providing a critical assessment of someone's written work, (4) obtaining emotional enjoyment, and (5) filling spare time.

4. Types of Reading

In general, reading is divided into two types, namely intensive reading, and extensive reading.

a) Intensive Reading

Intensive reading is one type of reading. Intensive reading is a technique of careful and serious reading to understand reading. This is applied to find

detailed information that will be used as material for discussion. otherwise, this type is used for short reading, of about two to four pages.

In addition, Patel and Jain (2008) described “intensive reading is related to further progress in language learning under the teacher’s guidance.” Intensive reading is likened to a technique in reading for learning. The intensive reading skill of the readers is to understand the text, it can be at the lateral, interactive, or evaluative level. In the cognitive aspect, the development of intensive reading techniques is for the ability to read comprehensively.

There are several characteristic of intensive reading Diniarti (2019) mentioned some intensive reading characteristics. They are: (1) commonly occurs on the classroom; (2) students is engage greatly in looking inside the text; (3) linguistic or semantic details of reading are emphasized; (4) students concentrated on surface structure details such as grammar and discourse markers; (5) students identify essential vocabulary; (6) students be allowed to draw pictures to help them (such as in problem solving); (7) texts are read mindfully, closely, and rapidly; (8) the purpose is to develop more language understanding rather than merely practice the skill of reading; (9) seen more habitually than extensive reading in classroom.

b) Extensive Reading

Extensive Reading (ER) simply means reading extensively (broad and a lot). People who actively do ER are people who like to read, their readings cover various types, are obtained from various sources, and with a large number of readings. In learning English (English Language Teaching), ER

appears as an approach to language learning in general, and reading skills in particular.

Akhirman (2009) stated that extensive reading is recognized as one of four styles of way of reading: skimming, scanning, and intensive reading. They note that these four reading styles are recognized “based on observable behavior (notably speed of reading, degree of re-reading, ‘skipping’ of the text)”.

Meanwhile Akhirman (2009) He discusses some of the benefits of extensive reading. “Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation”.

There are several characteristics of extensive reading. They are (1) Read as much as you can. Reading a large amount can not only be done in the classroom, but also outside the classroom. It means reading any topic according to the needs/ desires of the reader as much as possible wherever they are, not only in the classroom. (2) Choose readings based on reading interest. Because, you will be more interested if what you read is in accordance with your favorite reading interest. (3) The purpose of reading is generally for pleasure, to gain information, or to gain understanding. Once again, you will be more interested in reading what you need. (4) Reading will increase the level of understanding. Through reading, you will discover new vocabulary words. Therefore, through new vocabulary will give rise to a new level of understanding. (5) Fast reading. In extensive reading, you can read quickly to

save time and increase reading speed. So that you can finish reading as quickly as possible and add new reading.

2.1.2. Reading Comprehension in Narrative Text

1. The General Concept of Reading Comprehension

Klinger, (2007) defines that reading comprehension as the process of constructing meaning by coordinating a few complex processes that include word reading, word and word knowledge, and fluency. The meaning construction take place through the cordinations of a number of complex processes that conclude word reading, word and word, knowledge and fluency.

Al Salmi (2004) defines that reading comprehension is a dynamic construction of meaning. The meaning is the result of the combination of the text's input the reader's prior knowledge, manipulation of lexis, making inferences and relating thoughts.

Based on the two definitions, of reading comprehension, it can be summarized that reading comprehension is the act of dynamic meaning construction the reader translating with text, the reader makes meaning through combination of prior knowledge and previous experience. The dynamicity take place, in the proces of complex lexical meaning manipulation, input text the reader's prior knowledge.

Reading comprehension is briefly defined as a person's ability to understand reading. If readers can read the words but do not understand what they are reading, they are not really reading. Other than that, Lermis, Miller and Soro, also shared their opinions regarding reading comprehension, they said that "reading comprehension is the ability to construct meaning from a given written text. This

ability is the thing most needed when reading, which is to produce an understanding of what we read.

Reading comprehension abilities involve a lot of interaction between the reader with the knowledge and strategies it uses to dig understanding. Interest in the text that is read and the ability to understand different types of text also affects this ability. Therefore, reading comprehension abilities are closely related the cognitive abilities of a reader.

In its application, there are two important elements that support each other in English reading comprehension, namely vocabulary mastery and text comprehension. to understand the text that is read, the reader must know the vocabulary used in the reading. it will be very difficult to understand the existing text when the vocabulary mastery is lacking.

When reading, identifying the main idea of a text helps us better understand the point an author is trying to make. The main idea of a text is usually supported by details and facts which expand on the main topic. Identifying these features of a passage can help students improve their reading comprehension.

a. Main Idea

The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage. The main idea may be stated or it may be implied. When the main idea of a paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph. The main idea may be stated in the first sentence of a paragraph and then be

repeated or restated at the end of the paragraph. The main idea may be split. The first sentence of a paragraph may present a point of view, while the last sentence presents a contrasting or opposite view. To find the main idea of any paragraph or passage, ask these questions: 1. Who or what is the paragraph about? 2. What aspect or idea about the 'who' or 'what' is the author concerned with?

- b. Supporting Details provide information to clarify, prove, or explain the main idea. These details demonstrate the validity of the main idea. They often list parts, aspects, steps, or examples of the main idea. Or sometimes they may list the causes of it, effects from it, or ways in which it shows itself to be true. There are two types of supporting details: major and minor. Major Details explain the main idea, more specific than the main idea, provide the examples, reasons, statistics, and studies that help make the main idea clear and convincing, answer readers' questions about the main idea. Minor Details explain a major detail even more specific than major details, repeat key points and add colorful detail, may or may not be important enough to include in reading notes.

2. The General Concept in Narrative Text

- a. Definition of Narrative Text

Diniarti (2019) gave definitions about narrative, they said, "To narrate is to tell a story or describe an incident. In academic writing, an incident is often used to illustrate a larger point."

In addition, Beatrice S. Mikulecky say that narrative can be in the form of an unreal incident, you can find this in fiction books. He stated that “Fiction books are not true stories. Reading fiction is helpful in learning English because in fiction you will find many examples of how people use the language in everyday life.”

From above statement the researcher conclude that narrative text is a type of English text that has an interconnected chronological flow. This type of text is used to entertain readers. Narrative text can contain both imaginary and factual stories.

b. The Purpose of Teaching Narrative Text

Narrative has various purposes; Widaningsih (2009) stated the purpose 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.

c. The Generic Structure of Narrative Text

In order to understand the narrative text, other aspects of the text must be considered, that is the generic structure and language features. According to Anderson (2003), 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 solve the complication, (5) a coda that provides a comment or moral based on what has been learned from the story.

d. Language Features of Narrative Text

The language features that are usually found in a narrative are past tense, and adverb of time that only found in narrative as once upon a time, one day, etc. additional according to Anderson (2003), 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) state 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.

In brief, generic structures in narrative text are orientation, complication, events, resolution, and moral value. Then, language features of narrative text are past tense, adverb of time, time conjunction, specific character, action verbs and direct speech. The most important, should be considered that many components must be learned to comprehend the narrative text. According to Haris (2010), there are some features the students should comprehend in narrative text; (1) Plot: What is going to happen? (2) Setting: Where will the story take place? When will the story take place? (3) Characterization: Who are the main characters? What do they look like? (4) Structure: How will the story begin? What will be the problem? How is the problem going to be

resolved? (5) Theme: What is the theme/message the writer is attempting to communicate?

e. Characteristics in Narrative Text

1) Specific Character

In general, in a narrative text, the author will make the main character have a certain character that makes him different from other actors. Not only that, but the author will explain in detail about the other actors. Starting from the name, shape, color, and character. For example, Ariel the mermaid, the dwarves who have different characteristics, Dana the brave Moana.

2) Past Tense

The past tense is the most common grammar used when creating narrative texts. This will be very clear when you read old legends or fairy tales or have an ancient setting.

3) Time Conjunction and Adverb of Time

The right time conjunction is very much needed in writing narrative text. As explained above, the order of writing in the narrative text is based on the chronology of time. Conjunctions of time that are commonly used are when, before, after, etc. to explain the chronology of an event. Meanwhile, adverb of time is needed in writing narrative text with the aim of showing the time when an event occurred, for example once upon a time, one day, and others.

4) Action Verb

One of the things or characteristics that need to be remembered in narrative text is the use of action verbs. This verb is a verb that shows the activity or action performed by each character. Because the grammar used in narrative text is in the past tense, action verbs are also written in the second form, for example laughed, cried, walked, swam, said, married, and others.

5) Direct Speech

Direct speech is a quote taken from a character's conversation in a story. This is also an important point in story writing, so that the story is conveyed in an interesting way and makes the story more alive. In addition, this will also make it easier for readers to understand the content of the story.

f. Types in Narrative Text

- 1) Fable (fable): A story that tells about an animal.
- 2) Myth (myth): This story or myth has developed a lot in society and is generally considered to be a factual story or actually happened.
- 3) Legend (legend): A folk tale that tells how the origin of a place exists.
- 4) Folk tale (folk tales): A story that is told from generation to generation so that it becomes a part of the community's traditions.
- 5) Fairy tales (fairy tales): Folk stories or children's stories which contain elements of magic / impossibility to the characters in the story and at the end contain moral messages.

- 6) Love story: A love story emphasizes the theme of the story, which is the struggle to get love for the main character.
- 7) Apart from that, there are also other types such as: Science fiction, Horror, Mystery, History, Slice of life, Personal experience, etc. a

2.2. The Previous Study

Related to the present research, the researcher needs to review previous research of similar topics in order to find out the similarities and difference between the previous research and this research. The previous researches that used by the researcher are:

1. Nikmah (2020), the title “Improving Students’ Reading Comprehension on Narrative Text Through Direct Reading Think Pair Share (TPS) at Madrasah Aliyah.” The researcher concludes that Based on the result of the data analysis showed that mean of the score has increased in the cycle 2, the mean in the pre-test was 63,33%, the mean of cycle 1 was 74,33%. Then the mean of cycle 2 was 84,17%. The students who got up 75 also grew up. In the pre-test, students who got up 75 were only 5 of 30 students (16,67%). In the post-test of cycle 1, students who got up 75 were only 17 of 30 students (56,67%). It means that there was improvement about 40%. In the post-test of cycle 2, students who got up 75 were 24 of 30 students (80%). The improvement was about 23,33%. The total improvement of the student’s score from the pre-test to post-test of cycle 2 was 63,33%. So, the result of the research showed that Directed-reading and

Think Pair Share (TPS) strategy significantly improved students' reading comprehension on narrative text.

2. Samriani (2016), the title "Improving Student's Skill on Reading Narrative Text by Using Fix Up Strategy at the Eleventh Class of SMA PGRI Walenrang." The researcher concludes the result of the data analysis accepted because $t_{test} (t_0)$ was higher than $t_{table} (tt)$, where $t_{test} = 6,96$ and $t_{table} = 2,093$ with $df = 19$ and the mean score in post-test (6,1) was bigger than mean score in pre-test (3,8) so there was significant students' reading skill achievement after teaching through fix up strategy. It was success in improving reading skill and it could be an alternative in teaching English.
3. Dongoran (2018), the title "Improving Students' Reading Comprehension on Narrative Text Through KWL at Eight Grade of SMP Negeri 8 Rambah." The finding showed an improvement in students' reading comprehension of narrative text the average students' score in basic test 42%, cycle 1 was 50,8% and cycle 2 was 72,51%.
4. Khasanah (2016), the title "Improving the Students' Ability in Reading Narrative Text by Using Five W'S Stars Diagram at SMPN 1 Sumbergempol in the Academic Year 2015/2016"; The Researcher said "the result of the analysis of the research, it was proven that the student score of reading taught by using Five W's Stars Diagram technique in cycle 1 and cycle 2 is better than in preliminary study. In preliminary study there was only 48% of the student who got 75. In cycle 1 72% and then in cycle 2 85%.

5. Puspitasari and Herawati (2018). The title “Improving Students in Writing Skill by Using Scrambled Picture in Narrative Text” based on the finding in the previous chapter, the implementation of Scrambled Picture gave a positive effect on students’ writing achievement. The result showed that the mean score of the students’ posttest was higher if it was compared with the mean score from the teacher. The mean score of the students in writing a narrative text before giving treatment was 62,5. Then, after giving treatment by using Scrambled Picture, the result showed that the means score in the writing narrative text was 77,5. This research was conduct on only one cycle. The success of this research is influenced by two factors; the researcher’s factor and the student’s factor. The researcher’s factor was the researcher’s classroom management and the researcher’s explanation. The students also happy to used Scrambled Picture in writing narrative text during teaching and learning process.
6. Saputra (2020), the title “Improving Students’ Reading Comprehension by Using Multi Pass Strategy on Narrative Text at The Tenth Grade of SMK Start Up Dara Jingga”; Reffering to the data got, it can be said that Multi Pass Strategy is able to improve students understanding through narrative texts. It can be proved by the results show of students’ scores that improve gardually in every meeting and tasks and it can reach the indicator of criteria of minimun standard of the class.
7. Naharina, Asror and Matin (2020), the title “Improving Students’ Reading Comprehension of Narrative Text Through Collaborative Strategic Reading to

The Tenth Grade Students at Ma Al Munawar Kunci Bojonegoro in Academic Year 2020.” Based on the discussion of the researcher in the previous chapter theoretically and empirically, so the researcher could conclude the result of the research Collaborative Strategic Reading can improve the students’ reading comprehension of narrative text to the tenth-grade students at MA Al Munawar Kunci Bojonegoro in academic year 2020. It was shown at the improvement of achievement of reading comprehension of narrative text of X class’ students in MA Al Munawar Kunci Bojonegoro. There were 19 students or 82,6% who got score equal or more than standard score of KKM, namely 70 in cycle II or the last cycle of this research. This result was better than cycle I where there were only 17 students or 73,9% who got score equal or more than standard score of KKM. This has already proved that by Collaborative Strategic Reading (CSR), the tenth-grade students’ reading comprehension of narrative text could be improved significantly.

8. Aulia (2021), the title “Improving Students’ Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII of UPTD SMP Negeri 35 Sinjai”. Based on the data analysis, it can be concluded the use of animated stories can improve the students’ writing narrative texts at the students’ of VIII.1 class of UPTD SMP Negeri 35 Sinjai. It is proved in the D-Test; students’ score was content 59.81 and organization 55. In cycle I, students’ score was content 67.5 and organization 61.35. In cycle II it improves to content 81.31 and organization 78.96. This means that by applying animated stories in learning

activity gave positive contribution to the students' learning especially in writing narrative text.

9. Bobby Dhillon, Herman and Syafryadin (2016), the title "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension On Narrative Text". The researcher could conclude the result of the research the effect of using skimming method can increase the students' ability in reading narrative text to the ability of grade XI students of SMK N 2 Pematangsiantar. It can be looked from the development of the student reading comprehension individually is also significantly improve so skimming method is very suitable to increase and punctuality students in reading ability. The mean of experimental class is 57,75 and the mean of control class is 53. The validity of experimental class is 1,72 and the validity of control class is 0,79, and the reliability of experiment class is 0,80 and reliability of control class is 0,88.
10. Dewi and Siswanto (2016), the title "Improving Students' Ability in Reading Narrative Text by Using Think Pair Share Strategy in Eighth Grade of SMP IT Ar-Rasyid Medan Senembah, Tanjung Morawa". Based on the result of the data analysis showed that mean of the first cycle was 63,3. The mean of second cycle was 73,5. The percentage of students who got point up 70 also grew up. In the pre test, students who got up 70 were only 1 of 30 students (3,3%). In the post test of cycle I, students who got up 70 were only 14 of 30 students (46,6 %). It means that there was improvement about 43,3 %. In the post test of cycle II, students who got up 70 were 26 of 30 students (86,7 %).

The improvement was about 40 %. The total improvement of the students' score from the pre test to post test of cycle II 83,3%. So, the result of the research showed that Think Pair Share (TPS) strategy significantly improved students' ability in reading narrative text.

2.3. Conceptual Framework

The theoretical framework of this research is present by the showing the following diagram:

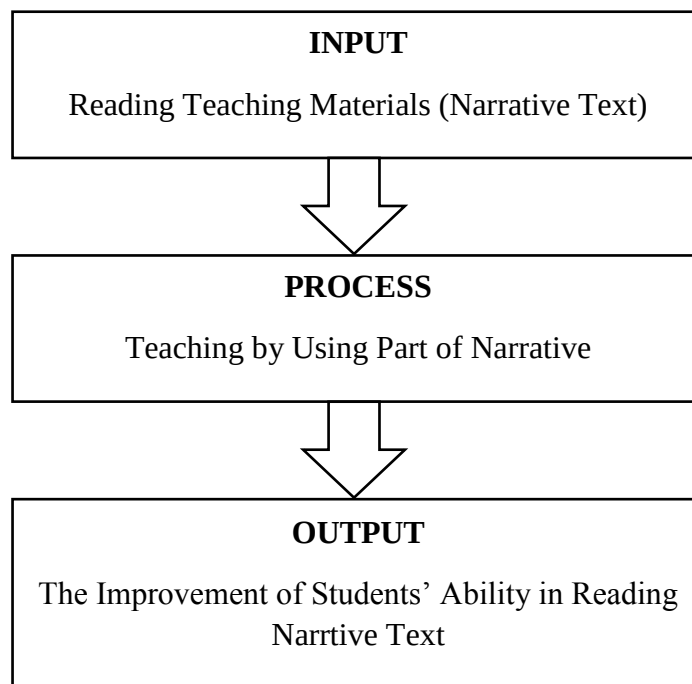


Figure 2.1. Conseptual Framework

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. By reading the texts, students can understand the meaning of the text. There are some kinds of texts that the students must learn at junior high school such as Narrative, Descriptive, Recount, Hortatory Exposition, Procedure, News Item, Report, Explanation, Spoof, and Anecdote. There are many types of reading, but if the teachers do not use the suitable method, strategy or approach, students can not understand the texts easily.

The success of teaching reading is influenced by the technique used in teaching and learning process. It means that the teachers should choose and select the appropriate in teaching process especially teaching reading. So, in this case, to answer the problems, the researcher thinks that using narrative text will help the students comprehend the material better. It also helps the students to connect their prior knowledge with their formation being learned, helps students to develop reading text.

Through narrative text, it makes the teaching and learning activity become fun, interesting, and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also the way to attract the students' interest and make them more active in teaching reading activity. Narrative text can be very helpful for the teacher to improve their performance in teaching reading and for the students to improve their ability in reading skill so that they can easily get the message and information from that text.