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CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Reading

Reading is an activity with a purpose, which is not only the process where the reader reads the words, sentences or the text, but also the reader intends to get something from the reading materials. Rosenblatt in Moreillon (2007, p.19) define that reading is a transaction among the readers, the texts, and the intentions of the author. It is also supported by Hasibuan and Ansyari (2007, p.115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. By reading the students can know everything forexample about education, politic, social, culture, religion, health, etc.

Reading is the most crucial in learning a language. Harrison (2004) says that reading not only increases our life skills and extends our knowledge, it goes much deeper. It means more students read more knowledge that they will get. They also can make their knowledge more than before. The purpose of reading is to determine the appropriate approach to their reading comprehension. It is supported by Sholes (2010, p.2), the purposes of reading are as follows:

- a. for pleasure and personal reasons.
- b. to find personal information such as what book is mostly about.
- c. to find a specific topic in a book or article.
- d. to learn subject matter that is required for a class.

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In line with definition above, it can be concluded that reading is a complex activity to get information from something that has been written. Reading involves the interaction between reader and the passage. The information that readers get from reading activity is very useful for themselves because it will increase and improve their knowledge about the topics that they are reading about.

B. Concept of Reading Comprehension

According to Linse (2005, p.71), reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading is a useless activity if the readers or students do not understand what they read. The meaning of “comprehension” has been defined by Duffy (2009, p.14), comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading.

Klinger et al (2007, p.2) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. It can be happened if readers can comprehend the text well.

According to Vaughn and Thomson (2004, p.99), reading comprehension includes the following:

- a. Applying one’s knowledge and experiences to the text.

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- b. Setting goals for reading, and ensuring that they are aligned with the text.
- c. Using strategies and skills to construct meaning during and after reading.
- d. Adapting strategies that match the reader's text and goals.
- e. Recognizing the author's purpose.
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.

Based on the explanations above, the researcher concludes that when thereaders read, they should comprehend the contents of the text. The researcher emphasizes that comprehending is more than just recognizing and understanding words. It is same with curriculum explanation; true comprehension means making sense of what readers read and connect the ideas in the text to what they already know.

C. Three Phases in Teaching Reading

To help student to develop their ability in reading comprehension in teaching learning process will involve these phases: Pre-reading, While-reading, and Post-reading. This process has been implemented in the reality and the writer will identify into the following identifications:

1.1 Pre-reading

Pre-reading is the activity before reading process, the aims of this phase are:

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- a. To introduce and arouse the interest of the students to the topic. In this phase, the teacher introduces the students about the topic, which they will discuss in English lesson.
- b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic, like; what do you know about.....?
- c. To provide some language preparation for the text. In this term, teacher can show some variety of texts, such as: magazine, news-paper, and novel.

1.2 While-reading

While-reading is the core of the lesson. What is done in this phase for development of the students in reading skill and the students do activities focuses on:

- a. Reading the text once or twice silently; in this task, the students are asked to read the text by themselves.
- b. Discussing the kinds of text in their group; the students find out the characteristic of topic what they read.
- c. Discussing the content of texts; the students are asked about the content of each paragraph according to the text.
- d. Getting some information from the text; the students are discussing some information and showing the information in front of the class, the teacher will be giving instruction to all of the student to get some point based on the information.

1.3 Post-reading

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This phase is the last activities for reading class, which the aims are as follows;

- a. To consolidate or reflect up on what has been read.
- b. To relate the text to the students knowledge interest or views.
- c. In this phase, the students still work in the group. By evaluating the task, they can share the content based on their ideas, related to their real life.

D. Narrative text

In this research, the researcher focuses on students' reading comprehension of narrative text. Narrative text is a text which is telling about what happened in the past. Narrative text is focusing on specific participants which tell an interesting story. According to Kane (2000, p.264) 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). In general, narrative has three elements: orientation, complication and resolution. Orientation part sets the scene: who (introduces the participants in the story), where, when the story happened. While in complication part tells the beginning of the problem's which leads to the climax of the main participants. In the end for resolution part, the problem is solved, either in a happy or sad ending.

The general examples of narrative texts are short story, novel, manuscript drama, and other texts telling about experience that have conflict-resolution. Klinger et.al (2007, p. 773) give some examples of narrative text which includes: realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical

fiction, plays, and real-life adventures. Narrative text often contains of structural and character elements that should be familiar to the students. These elements can be used as a guide to help the student think about the action, themes, and context of the story.

A. Concept Using Fanfiction as Reading Materials

Fanfiction is just what the name implies: it is fiction written by fans, often teenagers, of novels, movies, television, or other media. This fiction is based in the worlds created by the authors, but young fans extend, elaborate, or appropriate the text for their own purposes. Fanfiction come in many different recognized genres, and some innovative, even multimodal forms, as well. The world of fanfiction is inhabited by a community of authors and readers, where critics argue that the point of intersection between reader and text is the only true place where the work “exists”(Keeseey 1994).

Students are excited about their favorite TV shows, movies, cartoons, books, and so on, and this enthusiasm makes “an excellent learning environment” (Kell, 2009). It’s mean fanfiction are some texts of reading, which have purposes that students can be learning something when they read the text with various subjects of reading.

"Fanfiction provides evidence that young people can not only read and respond to literature, and do so voluntarily, but also craft their responses in sophisticated, polished writing." (Mathew & Adams, 2009, p. 36)

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doesn't get out in 2 hours he would be arrested. Squidward followed the sheriff's orders.

2 hours later... Squidward was packing up his final belongings until SpongeBob came. SpongeBob told Squidward what was going on and Squidward told SpongeBob that he had to move. Mr. Krabs also came inside Squidward's house and he was sobbing. Mr. Krabs said to Squidward why are you leaving us? Squidward told Mr. Krabs that he was getting evicted.

Squidward packed his bags and he got on the Bikini Bottom bus. Mr. Krabs said to SpongeBob & Patrick that he hopes that Squidward would come back soon.

B. Procedures in Teaching Activity

According Tracey Kell (2006), the procedures of using fanfiction as reading material in teaching reading are :

1. The lesson can began by asking students to answer and share their responses to the questions, "What is a fan? What are examples of something you are a fan of?" From the discussion we can introduced the concept of fanfiction and shared the fanfiction site with the class.
2. Next, the teacher divide the students into groups based on the four types of fanfiction they chose: (movie, videogame, book, and TV show).
3. The teacher ask each group read a piece of fanfiction with the accompanying reviews that printed from Fanfiction.net. During this work period the students

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were to 1) summarize the piece, 2) decide if it was a good example of fiction writing-after a quick reminder of items to look for in good fiction: strong dialogue, descriptive vocabulary, and cohesive story line 3) make one suggestion for improvement, and 4) decide if the reviews were beneficial or not and report their results to the class.

C. Relevant Research

Relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that focused on, inform the designs, finding and conclusion of the previous research, that of:

1. Chatarina Edfeldt, Anneli Fjordevik and Hiroko Inose research focused on *fan culture as an informal learning environment*. They found that today students want and do not receive. They found that students reported it was motivating when they were able to select topics that interested them. Using fan culture such as fanfiction make students learns by pursuing their passion and interest. The lesson was designed to meet these criteria. The students were given choice regarding which genre (book, movie, TV show, or video game) and within each genre they selected which specific book, movie, TV show, or video game they wanted to use for their story. The students were given the opportunity to participate in examining fan fiction posted online at fanfiction.net as well as their read like a fan.

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2. Nazaruddin research focused on *The Effect Of Various Reading Texts Presentation to Improve Students' Reading Comprehension at the Second Year SMA Negeri 2 Tebing Tinggi of Meranti Regency*. He found that that to is higher than t table in either at 5% or 1% grade ofsignificance. It can be read that $2.02 < 9.461 < 2.72$. From the data above, teaching reading by using various reading texts presentation got good effect to improve students' reading comprehension. It means that there is significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency. Fanfiction is one of various of reading text, Related for this study, by using various reading texts such as fanfiction can make the students predict and delimit easily as discussed or informed in the text after they read and answer the questions.

D. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the difference of using fanfiction as reading material toward students' reading comprehension. Therefore, in analyzing the problem in this research, thereare two variables used, they are:

Variable X: Fanfiction

1. The teacher develops the students' ability to understand fanfiction story.

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2. The teacher gives explanation to the students' how to search and find fanfiction story.
3. The teacher stimulates the students to be able to practice and comprehend about various fanfiction story and anticipate the test or examination.
4. The teacher asks the students to determine the difficult words, main idea, from fanfiction story.

Variable Y (Reading Comprehension)

1. The students are able to identify main idea in reading text.
2. The students are able to identify the generic structure of the text.
3. The students are able to find the meaning of words from reading text.
4. Students are able to identify specific information, and
5. Students are able to make inference from reading text.

E. Assumption and Hypothesis

1. Assumption

In general, the assumption for this research can be exposed as the following:

- a. The different strategy might make different achievement
- b. The materials such as fanfiction can influence reading comprehension
- c. The students' learning achievement and comprehension are various

2. Hypothesis

Ho: There is no significant difference of students' reading comprehension by using fanfiction.

Ha: There is a significant difference of students' reading comprehension by using fanfiction.

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