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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading

a. Reading comprehension

According to Klingner (2007, p.10) stated that reading is an activity that has a purpose. Maxom (2009, p.160) said that reading is one of the key skills in language learning and it reinforces students to acquire in speaking, listening, reading and writing. As Nunan (2005, p.128) claims that there are two main reasons that people read. The first is pleasure and the second is for information that both of them need reading comprehension activity. Moreover, Mc Donough's and Christopher books in Chandra (2004, p.11) stated that there are some reasons students need to read. They are; to get information for some purpose or because we are serious about the topic, By reading, students get instructions how to do assignment for our work, to keep in touch with friends get by correspondence or understand business letter and to know something when and where will take place. So, it could be concluded that reading is an activity that the student must do to increase their knowledge.

In reading comprehension, the process of reading becomes important. This idea is supported by Ostrov (2003, p.1) who states that, in reading, "comprehension is one of the important factors that indicate how well people read." He then explains when we read extremely fast a text but we cannot

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understand what we have read, it means that comprehension is an indispensable part of reading activity.

Based on Khand (2004,p.45) stated that reading comprehension is the activity getting the content of the writer wants to explain. It is making meaning from the text. furthermore, the readers can comprehend the text through reading process that includes the reader's background knowledge. Reading comprehension is crucial for the students to be able to get the meaning outof their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills, but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

Similarly, King and Stanley (1999,p.470) explain that "reading comprehension has five components in reading text. They are; finding main idea, finding factual information, finding the meaning of vocabulary in context. Identifying references and making inferences.

Finding main idea is the main topic that has being discussed in a paragraph in which help students to guess what paragraph is about and it can be found in the first, middle or in the last paragraph. Then, factual infromation requires the reader to scan specific detail, and recognition of the main idea of a paragraph which are very important because it helps the reader understand the paragraph and content of reading text. when the students in finding the meaning of vocabulary in the content of the text be developed through his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar

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words. In identifying of refernces the words or phrase, the students are able to identify the word which can help them understand the reading passage. In making an inference, the students are able to read between the lines. It divided into main intention, draw logical inferences and make accurate predictions.

So, based on the experts' explanation above, the writer concludes that reading comprehension is one's ability in comprehending the message of the English materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process, identifying the text elements such as: finding main idea, details, the meaning of vocabulary in context, identifying reference, and making inferences. The writer takes all as indicators of this research to be combined with indicators of narrative text.

b. Reading Comprehension of Narrative Text

Narrative text is a story with complication or problematic event. Narrative text does not use complict, but it uses a series event. Narrative text with complete generic sturcture will be constructed by title, orientation, complication and resolution.

According to KTSP curriculum, narrative text is one of genres to be taught at junior high school. Syafi'i (2013,p.47) maintained that narrative text is text tells a story to make point or explain an idea so that narrativete can be fun to read. In addition, Rebecca (2013,p.1) said that narrative text is text which relates a series of logically and chronologically related events that are caused or experienced by factors.

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It could be concluded that narrative text is a text that entertain the readers that retells sequence of events occurred in the past. Generic sturcture of narrative text consist of tittle, orientation, complication and resolution. In addition, Anderson (2003,p.2) explain that five in constructing a narrative text. They are orientation, complication,sequence of events,resolution and coda. Orientation is sets the scene; where and when the story happened, complication tells the beginning of the problems, resolution tells about the happy ending of the story.

c. Assessment of Reading Comprehension of Narrative Text

The purpose of assesing the students' reading comprehension of narrative text is describe pas experiences by retelling events in the order in which they happend. Futhermore, king and stanley (1999,p.330) stated that five components of reading comprehension contain in reading text, which are appropriate to the junior high school curriculum. They are:

1. Finding main idea. It is the main topic that is being disccsed in a paragraph in which help students to guess what the paragraph is about. In can be found in the first, middle or the last of the paragraph.
2. Finding factual information. It usually appears with the guessing question word
3. Finding the meaning of vocabulary in content. Student can guess the meaning of unfamiliar words with him/her by relating them to the surronding words or the words that appear around them.
4. Identifying references. They are usually short and very frequently pronouns, such as he,she,it,ect

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5. Identifying inferences. The prediction can make by correctly interpreting the indication a writer's gives.

In this research, the writer combined reading comprehension with narrative text indicator. The combination between reading comprehension and reading comprehension of narrative text indicator will be 8 indicators.

The indicators of reading comprehension of narrative text

Variable

Reading comprehension of narrative text

Indicators

1. Finding main idea
2. Factual in formation
3. Vocabulary in context
4. References
5. Inferences
6. Orientation
7. Complication
8. Resolution

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2. Factors influence students reading comprehension of narrative text

In general, motivation can be classified as intrinsic and extrinsic motivation. As James (1996, p.3) states that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself. Moreover, Edwar Deci (1975,p.23) defines and quoted by Brown (1994,p.155) said that instrinsically motivated activities are one for which there is no apparentreward except the activity itself. It means that intrinsic motivation can influence someone to do something. It come from it'self. Extrinsic motivation as Ellis (1994,p.4) in Liando (2001,p.2) describes that external motivation relates to environment, in which learning takes place such as social and culture. Social factors related to familly, school,soeciety factors. In addition, Brown (1994,p.164) states extrinsically motivated behaviors. Typically extrinsic rewards are money, prizes, and grades. So, it could be concluded that both motivation were a significant influence for everybody. Both of them can not be sparated. It must be combined.

3. Motivation

a. The Nature of Motivation

Brown (1994,p.152) stated that motivation is commonly thought of as a inner, impluse,emotion or desires that moves one to particular action. Moreover Gardner in Kanzen (2008,p.2) stated that motivation is compused of four elements; A goal, a desire to get the goal,and positif attitude toward learning. So it could be conclude that motivation come from the instrinsic factor themselves.

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B. Relevant Research

There are some relevant research that have been done by many reseachers. They are; Eri Nurwin (2005) entitle of his research is the Effectiveness of parent's support increasing the student's learning motivation at the third year of state Junior High School 2 Tambang. The result of his research concluded that parents' support in increasing the student' motivation is in fair category(68.9%), student' English Learning motivation refer to middle category (69,7%) and the effect of parent's in increasing the student's English learning motivation by seeing the level 0.435, it's mean it is bigger than "r" table whether at significant 5% or 1%. So, He concludeed that parents' support supports have a significant correlation) in increasing students' English learning motivation.

Zulkifli Hasan (2002) entitle of his research is a correlational study between students' English learning activities and their achivement at MTsN Selat Baru Bengkalis. In His research the numbers of "r" observed is correlation between students' English learning activities and their achievement is 0.829. it accepted at 5% significant leves is 0,232 and at 1% significant level is 0.302.

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C. Operational Concepts

Operational concepts is the concept used to give an explanation about the theoretical framework to avoid misunderstanding toward the research. There are two variables of this research. They are (X) as an independent variable, which refers to the student's motivation, and reading comprehension of narrative text as dependent variable (Y).

1. Variable X as indicators of students' motivation
 - a. Students more motivation in reading of narrative text
 - b. Students pay attention in reading of narrative text
 - c. Students motivated in doing homework
 - d. Students enthusiastic in learning
2. Variable Y as indicators of reading comprehension of narrative text
 - a. The students are able finding main idea of the text
 - b. The student are be able found out the factual information
 - c. The students know the vocabulary in context
 - d. The students know the references in narrative text
 - e. The students know the inferences in narrative text
 - f. The student know the orientation of the text
 - g. Student know the complication in narrative text
 - h. Students know the resolution in narrative text

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D. Assumption and Hypothesis

1. Assumptions

In this research, the writer wants to assume that the better students' motivation, the better their reading comprehension of narrative.

2. Hypothesis

H_0 : There is no significant correlation between students' motivation and their reading comprehension of narrative text at the second grade of Islamic Junior High School of Al Muttaqin Pekanbaru.

H_a : There is a significant correlation between students' motivation and their reading comprehension of narrative text at the second grade of Islamic Junior High School of Al Muttaqin Pekanbaru.