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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading skill is one of the essential factors in teaching and learning English. Through reading people know the word because reading gives enjoyment as a medium of getting information and knowledge. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated.

Nunan (2003, p.68), "Reading is a process of the readers to combine the information from the text in order to build a meaning". It means that by reading, learners will make greater progress and development in all areas of learning. By the reading also the reader can catch the meaning and the information about what they read. The learners should gain meaning for them.

Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively constructs the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader, (Grabe, 2000, p.15).

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Reading more is the best way to increase our knowledge. Reading is also used to enhance our vocabulary. This helps us understand words better, remember them longer and use them correctly. The purpose of reading is not merely for getting information and knowledge. Healy (2000, p.1) also reminds that reading is a complex process that requires a careful and systematic instructional and dependent upon reader's world knowledge, vocabulary and memory skills. It can be concluded that reader needs to have knowledge to comprehend the text.

Reading is not only about eye movement, how fast something to be read but it is a process which involves, namely: word recognition, comprehension, fluency, the reader also obtains sample of the text at many levels of language simultaneously as a reader we have to notice letter, word, associated meaning, sentences structure, context and more.

Regarding this, Smith (2004, p.125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials.

According to Brown (2003, p.189), there are four basic types of reading, they are as follows:

a. Perspective

Perspective reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

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b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical task used: picture-cued task, matching, true/false, multiple choice, etc. A combination bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. The typical of text such as anecdote, short narrative and description excerpts from longer texts, questionnaires, memos, announcement, directions, recipes, and the like. Top-down processing is typical of such task, although some instances of bottom-up may be necessary.

d. Extensive

Extensive task applies to the texts of more than a page, up to and including professional texts, essays, technical reports, short stories, and books. Top-down processing is used for this task.

Based on the definition above, the writer concludes that reading is to understand and get ideas or information from the reading text.

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2. The Nature of Students' Reading Interest

Basically, interest is very needed in everything, moreover in learning process. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher, if the students pay attention it means the students has a positive response. Positive response helps teacher and students in transferring knowledge in learning process. There are two types of interest according to Alderman (2004, p.241), they are:

a. Personal interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge.

Personal interest is assumed to be directed toward specific activity or topic topic. For example: particular interest in sport, science, music, dance, and computers.

b. Situational interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest.

Situational interest can be increased by the use of interesting texts, media, presentation, and the like. It may trigger the students'

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interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interests students bring with them.

According to Sadoski, 2004 in (Nur Hikmah, 2017, p.14) reading interest motivate reader to comprehend the main idea of reading. So that, reading interest is the basic point to comprehend the idea of the text.

Rahim (2005, p.28) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Someone who has high reading interest will be seen in his willingness to get reading material and then read them on his own consciousness or encouragement from outside.

According to Herman in Yunita (2011, p.16) reading interest is a strong and deep concern accompanied by feelings of pleasure to reading so that it can lead someone to read on their own accord. In addition, Sinambela in Rahayu (2009) has Stated that reading interest is a condition when someone can happy in reading, and also know the advantages of reading. It means, reading interest is a condition when someone is happy in reading and knows if reading is an important to increase someone's knowledge.

According to Saiful (Education.No.03.2005, p.23), there are some characteristics from students that have good interest in reading:

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1. Have a willingness to read.
2. Always reading in their spare time.
3. Make reading as a necessity.
4. Reading continuously.
5. Reading with pleasure.

Then, the US Department of Education (2005) in Zurina (2013, p.162) defined reading interest as whether or not students like to read in their spare time or at home or whether they go to the library. Besides, reading interest is also defined by the number of books read in a month or week. Zurina (2013, p.162) stated that reading interest has strong positive relationship with the success of students both in school and life. In line with Shnayer (1968, p.6), high interest produces the greater comprehensions which often enable a child to read beyond his measured reading ability. The students need text or somewhat unique and highly personal feeling when they tried to comprehending the reading material.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek our self understanding and our sense of self worth through reading.

3. The Nature of the Main Idea

Main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In the other words, the main idea may important that the author develops throughout the

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paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The main idea of paragraph tells us what the author wants to know about the topic. The writer in one or more sentences within the paragraph usually directly states the main idea. Once the people can find the topic, they are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic.

The main idea is what paragraph focuses to develop. That is why there is one main idea usually in a paragraph. It is the central thought of the paragraph which formed in a single sentence. And the central thought will be followed by supporting sentences. The supporting sentences explain the central thought and the supporting sentences should be unity and coherence. So, it will be a good paragraph.

Herliansyah (2003, p.12) say that the main idea of the paragraph is what the author wants to know about the topic. From the main idea, the reader become knowing what the author try to tell his or her readers. But, according to Glatthorn et al (1980, p.75) the main idea is usually expressed in a single sentence called the topic sentence. The topic sentence is the sentence that states the main idea of the paragraph.

The topic sentence involved topic and controlling idea. According to Wehmeier (2000, p.1371) topic is a subject that you talk, write or learn about. Oxford (2003,p,456) says that topic is a subject for discussion or study. And, controlling idea is controls what the sentences in the

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paragraph will be discussed. A good topic sentence helps the reader identify the main idea. A topic sentence will be develop by supporting sentences.

Boning (1968) say that getting main idea is designed to assist pupils in grasping the central thought of a short passage. Such a skill is not only one of the most important of all major skills, but one must be developed from the earliest stages. And he also says that there are numbers of ways in which teachers can help pupils identify main ideas. Some possible techniques are suggested bellow:

1. Topic words

Teacher may ask pupils to tell in a word or two words what the topic of the paragraph. The ability to identify topic words is basic to the ability to determine what is being said about the topic.

2. Key question

Pupils need to know that question usually begin with special words, such as why, where, when, how, and what.

3. Place clues

Pupils should become increasingly aware of paragraph structure. They should learn to expect that the main idea is often stated in the first or last sentence. Pupils should get practice in deciding if the main idea is stated in any particular sentence.

4. Space clues

Pupils should be led to understand that the central thought of a paragraph is not limited to a single sentence, even thought it may be

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stated in one sentence. If the thought they have chosen as an answer is found only in a word or phrase, it will not be the main idea. Practice in finding how much of the paragraph relates to a particular point is extremely valuable.

5. Turn-about clues

If pupils think that the main idea is stated in a particular sentence, they can change that sentence into a question. Then, of course, they must ask themselves if the whole paragraph answers that question.

6. General and specific words

Pupils need to understand that some words are more general or inclusive than others. Practice with such word cluster is of great value. Practice with general and specific sentence is also of value. Pupils should have many experiences comparing sentences to determine which are the more inclusive and which are supporting sentences.

There are four positions of the main idea according to Soedarso (2005, pp. 66-67), a) the main idea is in the first paragraph, (b) the main idea is in the last paragraph (c) the main idea is in the middle paragraph (d) the main idea is only implied or suggested, rather than stated.

It can be concluded that the main idea of the paragraph is the main idea or idea that is expressed to in one or more sentences. The main idea can be found at the first paragraph, at the last paragraph, at the middle

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paragraph, and the main idea is only implied or suggested, rather than stated. So, the students at Madrasah Aliyah Hasanah Pekanbaru should be able to find the main idea of narrative text at the first paragraph, at the last paragraph, at the middle paragraph, and implied or suggested in paragraph.

4. The Concept of Narrative Text

According to Reinfandt (2012, p.2) narrative is the recounting of one or more real or fictitious events communicated by one, two, or several narrators to one, two, several narrates. It means that narrative text can be told more real or fictional events told by one or more narrates.

Narrative tells about what is happening or what has happened. Syafi'i et al (2013, p.47) maintained that narrative text tells a story to make a point or explain an idea so that narrative can be fun to read. It means that narrative has function for pleasure.

A narrative typically contains action, dialogue, elaborate details and humor. This paragraph can be fun to read. It tells story to make a point or explain an idea or event. This type of paragraph can be found in short story books, magazine, novels, movies etc. Narrative is popular because it presents a plot which consists of complication and resolutions. It makes people feel curious and anxious with the ends of the stories.

In narrative, there are some generic text organizations. The generic structures of narrative text are:

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a. Orientation

It sets the scene and introduces the participants of the story such the characters, time, and place. (it answers the question: who, when, what, and where)

b. Complication

It tells the problems that arise in the story. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.

c. Resolution

It tells how the character finds out the solution of the problem which is happened.

In line with Knapp and Watkins' idea (2005, p.220), grammatical features of narrative are:

- 1) When sequencing people and events in time and space, narrating typically uses:

a. Action verbs, for example:

Oneday the man and his son *went collecting* fire-wood.

They *saw* a golden tree. They *went* slowly over to the tree.

When they *got* closer to the tree they *heard* a voice *coming* from the tree.

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- b. Temporal connectives, for example:

We *then* looked at some games and equipment. *After* lunch we walked up to the *Sydney Morning Herald* and saw how they make papers. *After* that we caught the train back to Marrickville.

- 2) Recounts and stories are typically written in the past tense unless quoting direct speech, for example:

They *were* poor because their pig *ate* them out of house and home and he *didn't share* with the other animals. His name was Bob. '*You should go on a diet*' said Clarabelle.

- 3) In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs predominate, for example:

Bells were ringing, sirens screeching and people were running everywhere. Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her heard.

- 4) Narratives often use action verbs metaphorically to create effective images, for example:

It was a terrible argument. Words were *flying* everywhere.

- 5) Narratives often use rhythm and repetition to create particular effects, for example:

Riding. Riding. The boy went *riding* across the wintry moor, far away from the strife of his unhappy home.

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- 6) Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects, for example:

Anger, Silence. As the vengeful brother prowls the streets.

Rose slowly opened the old wooden door. *Dark.* There was nothing but black.

From the paragraph above, it can be seen that the narrative text talks about past event because it uses past tense.

Syafi'i et al (2011, pp.54-56) state that all narratives have certain elements in common, they are:

- a. Unfold over time

Stories and events happen in a certain order. Events or experience are listed in sequence of how they happened.

- b. Display emotion

Narrative text connects readers to some sort of emotion felt by the text's subject. This text displays emotion such as anger, sadness, pain, or joy.

- c. Certain on events

Narrative tells a story but more precisely, it is a story that recounts events as they happened in order to make point.

From the paragraph above, it can be concluded that the events happened in narrative text are listed in sequence and the events told more precisely. Meanwhile, the narrative text also

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display emotion, so it connects the reader to some emotions such as anger and sadness, and the writer focuses on narrative text to know how the student's ability to find the main idea in narrative text. So the reader should understand of narrative text because to understand the main idea, the reading text must be known, then the reader will be easier to get the idea of the text.

5. The Influence of Students' Reading Interest and Students' ability to Find the Main Idea of Narrative Text

Reading interest has a significant influence with the advance of country. Especially for English language study, reading interest is very usefull for students. By reading as a habitual activity, they will use their time to do positive activity. It is believed that they will get information little by little.

In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher, so the students have positive responses.

According to Sadoski, 2004 in (Nur Hikmah, 2017, p.14) reading interest motivate reader to comprehend the main idea of reading. So, reading interest is the basic point to comprehend the main idea of the paragraph. Moreover, interest did not simply enhance the amount of recalled text information, but it had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure

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of the texts and focus on the main ideas and their underlying meaning (Hidi, 2001, p.196).

In conclusion reading interest is one of the important factors that influence students' ability to find the main idea. Students who have high interest will have good comprehension from the text and it will easy to them to find the main idea.

B. The Relevant Research

The following relevant writers to this research project are:

1. A research conducted by Fitriah (2016) entitled, “ The Correlation between Students' Reading Interest and their Ability in Developing Ideas in a Descriptive Text Paragraph”. It was conducted at State Junior High School 25 Pekanbaru. The research was a correlative study. The participants of this research were the second year at State Junior High School 25 Pekanbaru in academic 2015/2016.

Fitriah used two instruments in collecting the data. A questionnaire was used in order to obtain the score of students' reading interest, while test (an objective test) used to find out the score of students' ability in developing ideas in a descriptive text. In analyzing the data, product-moment formula was applied.

By the research, Fitriah found that there was a positive correlation between Students' reading interest and their ability in developing ideas in a descriptive text paragraph at State Junior High School 25 Pekanbaru in academic 2015/2016. There is a positive relationship between the two

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variables. This means that students' level of reading interest and their ability in developing ideas should give a contribution to the improvement of students' reading ability on descriptive text.

The similarities between Fitriah's research and the writers are in the variable X that is the students' reading interest and the design is a correlation. Thus both writers aim at finding out the correlation between variable X and variable Y.

The differences between both writers are on the variable Y, instruments, the sample, time and location, and the design of the research. Variable Y of the writer's study was students' ability to find the main idea in narrative text, while the instruments were questionnaire for collecting score of students' reading interest and reading test used for collecting score of students' ability to find the main idea in narrative text. Then, the writer conducted the research was on February 2018 at Senior High School Al-Huda Pekanbaru, while sample was the tenth grade of Senior High School Al-Huda Pekanbaru. Last, for the design, the writer applied serial correlation formula.

Due to the result data analysis of this research, it found there was a significant correlation between students' reading interest and writing ability in developing ideas in a descriptive text paragraph at State Junior High School 25 Pekanbaru. The coefficient correlation was 0,648 higher than r table at significance 5% and at 1%. It can be read $0,325 < 0,648 >$

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0,418. It means, hypothesis alternative (H_a) is accepted; while hypothesis null (H_0) is rejected.

2. A research conducted by Hidayatus Sholihah (2015) entitled “*The Correlation between Reading Interest and Students’ Reading Comprehension*”. This research conducted at SMP 3 Rengat Riau, in academic year of 2014/2015. It was a correlative research between two variables. Based on the research, Hidayatul Sholihah found there was a significant correlation between students’ reading interest and their reading comprehension at SMP 3 Rengat Barat Riau.

She researched 93 students by gave questioners and test. Then, she analyzed the data used Pearson “r” Product moment correlation and used SPSS 20 program to find out whether there was any significant correlation between reading interest and students’ reading comprehension at SMP 3 Rengat Barat Riau. The result showed p was 0,000, the tailed 2-tailed value was smaller than 0,05 ($p < 0.05$).

The similarities between Hidayatus’ research and the writer did are in the variable X that is the students’ reading interest and the design is a correlation design. Thus both research aims to find out the correlation between variable X and variable Y.

The differences between both writers are on the variable Y, instruments, the sample, time and location, and the design of the research. Variable Y of the writer’s study was student’s ability to find the main idea of narrative text, while the instruments were questionnaire for collecting

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score of students' reading interest and reading test used for collecting score of students' ability to find the main idea of narrative text. Then, the writer conducted the research was on February 2018 at Senior High School Al-Huda Pekanbaru, while sample was tenth grade Students of Senior High School Al-Huda Pekanbaru. Last, for design, the writers applied serial correlation formula.

Operational Concept

Operational concept is used to avoid misunderstanding and misinterpretation. It is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007, p.122), all related theoretical frameworks can be operated in the operational concept. The operational concept of this study is focusing on correlation between between students' reading interest and their ability to find the main idea of narrative text. Thus, the writer uses two variables as follows:

1. The indicators of students' reading interest (variable X)

According to Saiful (Education.No.03.2005, p.23), there are some characteristics from students that have good interest in reading are as follows:

- a) The students read with their own willingness.
- b) The students read with their spare time.
- c) The students read continuously.
- d) The students makes reading as a necessity.
- e) The students feel enjoy when reading.

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2. The indicators of students' ability to find the main idea of narrative paragraph (variable Y)

There are four positions of main idea in a paragraph (Djuharie, 2008, p. 15) are as follows:

- a) The students are able to get the main idea in the first paragraph
- b) The students are able to get the main idea in the last paragraph
- c) The students are able to get the main idea in the middle paragraph
- d) The students are able to get the main idea that implied or suggested in a paragraph

D. Asumption and Hypotheses

1. Asumption

Before stating the hypothesis as a temporary answer to the problems, the writer would like to present some assumptions of this research as follows:

- a. Every students has different level of reading interest.
- b. Every students has different level of ability to find the main idea in narrative text.
- c. Interest plays an important role in comprehending the main idea in reading text.
- d. The students who are not interested will be difficult to comprehend the main idea in reading text.
- e. The higher interest of students in reading, the better achievements to find the main idea in narrative text they will achieve.

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2. Hypotheses

Based on the assumptions above, the hypotheses of this research can be formed as follows:

a. The Null Hypothesis (H_0)

H_0 : There was no significant influence of students' reading interest to their ability to find the main idea of narrative text at the third grade of Madrasah Aliyah Hasanah Pekanbaru.

b. Alternative Hypothesis (H_a)

H_a : There was significant influence of students' reading interest to their ability to find the main idea of narrative text at the third grade of Madrasah Aliyah Hasanah Pekanbaru.