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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Reading

a. Reading Comprehension

Reading is one of the skills which must be accomplished by the students. Nunan in Saputra (2014, p. 87) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. Hornby (2000, p. 1097) states that the goals of reading activities are to know language and to get the meaning from the printed message. Brown (2001, p. 291) states, "Reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language learners who already literate in their native language." Reading perceives a written text in order to understand its contents. It means that the readers must read the text in order to get meaning and understand what the text is talking about. By reading, students will get the knowledge about how to use a language correctly and can easily catch the idea of a text.

According to Johnson (2008, p. 3), reading is the practice of using text to create meaning. There are two important key words of reading, they are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading is a constantly

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developing students' language proficiency. Like any skill, reading is getting better by practicing. Moreover, reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in the head to create meaning. In that way, what is in the head is just as important as what is on the page in the process of creating meaning.

Reading can be seen as an interactive process between a reader and a text which leadsto automaticity or (reading fluency). Alderson (2000, p. 9) states that the defines all of skills, as follows recalling word meaning,drawing inferences about the meaning of a word in context, finding answers to questions answered explicitly or in paraphrase, weaving together ideas in the content, identifying a writer's technique, and following the structure of passage.

Reading is interaction between readers and the text. It is a complex behavior, which is involve conscious use of various kinds of strategies. In addition, reading is not a passive process, which a reader takes something from the text without any efforts. It is a dynamic process that is composed by reader in this interaction with text, task, purpose and setting and reading is an active process the readers from a material.

In reading, we read some texts in book and then we realize the text by our understanding. Reading is the key of

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knowledge, through reading the students acquire much information about something. In relation to the idea, Patel and Jainin Pratasya (2014, p. 1), Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is keeping students regular in reading which provide them both pleasure and profit. According Moreillon (2007, p. 10), Reading is an active process that requires a great deal of practice and skill. Set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and also comprehend what we read.

In order to read, we must be able to decode the printed words and also comprehend what we read. The text presents letters, words, sentences, and paragraphs, that encode meaning. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic competence, discourse competence, sociolinguistic competence and strategic competence. To read a text we must decode what the text literally says but at the same time we must bring our knowledge to the text to determine what the text actually means to us. comprehension is a cognitive process that we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper

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levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why reading is closely related to comprehension, because they both have a certain process.

Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, does not mean that they can read.

In addition, Idham (2014, p. 87-88), reading comprehension is the application of a skill that involved for other purposes (listening or oral comprehension) to a new form of input (text). So reading comprehension is how the reader can guide the text that they read with their understanding as they think in their mind.

According to Chesla (2001, p. 1-10), there are four basic reading comprehension skills:

- 1) How to be an active reader
- 2) How to find the main idea of a passage
- 3) How to figure out what words mean without a dictionary
- 4) How to tell the difference between fact and opinion

Regarding with, the basic reading comprehension is some basic way where the reader can acquire the information that they find in the text.

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In additional, Dorn and Soffos (2005, p. 12) state that, there are some important concepts regarding reading comprehension, they are:

- 1) The mind is structured to construct meaning-to resolve conflict and restore order.
- 2) The goal of all reading is to develop deep (reflective) comprehension.

Based on the above explanation, the researcher and the reader know about the concept, which is related to reading comprehension and have to understand is about aspect too. Aspect is something that must we know before we reading and understand the context in the learning process in reading.

The best strategy for determining the identity of meaning of an unfamiliar word is to work out what it is from context as we shall see, this happens very quickly. An equally good way in different circumstances is simply to ask someone what it is. Often we do not have to ask. A very poor strategy is to try to sound it out.

According to Duke and Pearson (2002, p. 1-27), on the process of reading comprehension is grounded in studies of good readers, they are:

- 1) Good readers are active readers.
- 2) From the outset they have clear goals in mind for their reading

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- 3) Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
- 4) As they read, good readers frequently make predictions about what is to come.
- 5) They read selectively, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- 6) Good readers construct, revise, and question the meanings they make as they read.
- 7) Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
- 8) They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.
- 9) Good readers read different kinds of text differently.

Based on explanation above, that process can be conclude that reading comprehension is an activity which needs more thinking, process and thinking process to develop the ideas gaining the information of the text and we can say that we know a great deal about what good readers do when they read and that process reading comprehension is important to learn so that we can get many thing that we can find from it.. So, it can be concluded

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that reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language .

b. Reading Comprehension of Narrative Text

According to Rebecca (2003, p. 53) a narrative text is a text, which related a series of logically, and chronologically related events that are caused or experienced by the factors.

Anderson and Anderson (2003, p. 64) explained that narrative is a text that tells a story and entertains the audience. It has character, setting, and action. The characters, the setting and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle, and the ending resolves the problem.

According to Barwick, (2006, p. 4) narrative relates a realistic, imagined or fictitious story. It means a kind of text that tells a fictitious story. According to Hazel (2007) narrative text is a representation of reality from a particular perspective, it means that narrative text is a kind of text that close to real life. Narrative text with complete generic structure will be constructed orientation, complication and resolution. So, it can be concluded that narrative text is a type of text that tells a story. Therefore, in reading a narrative text, the reader will get either new information.

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c. Assesment of Reading Comprehension of Narrative Text

The purpose of assessing the students reading comprehension of narrative text according is to Anderson, (1998, p. 84) stated that the basic purpose of narrative tet is to amuse or entertain and to deal with actual experiences in diferent ways, to gain and hold a reader's interest. Narrative text with complete language features will be constructed by past tense, adverb of time, conjunction,and action verb.

2. Simple Past Tense

a. The Nature of Simple Past Tense

Azar (2002, p. 27) states that the simple past indicates that an activity or situation began and ended at a particular time in the past. Moreover, the simple past tense is also used for a completed action that happend at one specific time in the past. Based on the statement above the researcher can conclude that simple past is used to indicate an event in the past time and also it is no longer true in present.

The example of these are :

1. Last night we saw a movie about India.
2. I lived in Teluk Kuantan for 21 years.

b. The Pattern of Simple Past Tense

1) Verb

A verb is a word or a group of words which is used to express an action. There ara two categories of verb viewed

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changing of its form from the infinitive form, past tense and past participle. These two categories are irregular verb and regular verb. In simple past tense the verb is used the second form of verb.

a) Irregular Verb

In irregular verb, the change of the past tense form and past participle form has no criteria, the changes irregularly. For example :

Infinitive	Past Tense	PastParticiple	Indonesian Meaning
Be	Was / were	Been	Ada
Beat	Beat	Beaten	Memukul
Become	Became	Become	Menjadi
Begin	Began	Begun	Memulai
Blow	Blew	Blown	Meniup
Build	Built	Built	Membangun
Buy	Bought	Bought	Membeli
Catch	Caught	Caught	Menangkap
Choose	Chose	Chosen	Memilih
Come	Came	Come	Datang
Cost	Cost	Cost	Berharga
Drive	Drove	Driven	Mengemudi
Eat	Ate	Eaten	Makan
Fall	Fell	Fallen	Jatuh
Give	Gave	Given	Memberi
Pay	Paid	Paid	Membayar
Sing	Sang	Sung	Bernyanyi
Sleep	Slept	Slept	Tidur
Tell	Told	Told	Mengatakan
Wear	Wore	Worn	Mengenakan

Source from Agus Daman Huri, *The Understanding Grammar*

b) Regular Verb

Generally verb form of past tense and past participle add with –ed at the end of infinitive form of regular verb (In

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Murphy 1998, p.10) said that vey often the simple past ends in –ed.

For example :

Infinitive	Past Forms	Past participles Form	Indonesian meaning
Advice	Advised	Advised	Menasehati
Accept	Accepted	Accepted	Menerima
Ask	Asked	Asked	Bertanya
Answer	Answered	Answered	Menjawab
Call	Called	Called	Memanggil
Cancel	Canceled	Canceled	Membatalkan
Close	Closed	Closed	Menutup
Cook	Cooked	Cooked	Melanjutkan
Die	Died	Died	Meninggal
Dry	Dried	Dried	Mengeringkan
Fail	Failed	Failed	Gagal
Pull	Pulled	Pulled	Menarik
Rain	Rained	Rained	Hujan
Reach	Reached	Reached	Mencapai
Receive	Received	Received	Menerima
Repeat	Repeated	Repeated	Mengulangi

Source from Agus Daman Huri, *The Understanding Grammar*

c) Adverb of Time

Simple past tense is using time in the past. The time always accurs in the simple past as follows :

Yesterday	Last	Ago
Yesterday	Last night	Five days ago
Morning	Last week	Three days ago
Yesterday evening	Last month	Six months ago
Yesterday night	Last year	Three years ago
	Last Saturday	a/one month ago
	Last summer	a/one week ago
	Last winter	a/one year ago
	Last january	
	Last juni	

Source from Dhanny R Cyssco, *English Grammar*

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b. Simple Past Tense Form of (Non-Verbal) Nominal Sentence

In nominal sentence, be is function as the verb. The first form of be is changed to be second form of be as follows:

Is : Was

Am : Was

Are : Were

a) Positive Sentence

The formula : Subject + Was/Were + Complement :

1. She was here yesterday.
2. We were busy last week.
3. I was sick five days ago.

b) Negative sentence

The formula : Subject + Was/were + not + Complement :

1. She was not here yesterday.
2. We were not busy last week.
3. I was not sick five days ago.

c) Interrogative Sentence

The formula : Was/were + S + Complement :

1. Was she here yesterday?
2. Were we busy last week ?
3. Was I sick five days ago ?

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c. Simple Past Tense Form of Verbal Sentence

a) The Positive Sentence

The Formula : S + Verb-II + Object :

1. I met her two days ago.
2. We visited the National museum last week.
3. She studied English yesterday.

b) The Negative Sentence

The Formula : S + Did not + Verb-I + Object :

1. I did not meet her two days ago.
2. We did not visit the National museum last week.
3. She did not study English yesterday.

c) The Interrogative Sentence

The Formula : Did + S + Verb-I + Object :

1. Did I meet her two days ago?
2. Did we visit the National museum last week?
3. Did she study English yesterday?

d. Assessment of Simple Past Tense of Narrative Text

Azar (2002, p. 27) states that the simple past indicates that an activity or situation began and ended at a particular time in the past. Moreover, the simple past tense is also used for a completed action that happened at one specific time in the past. Based on the statement above the researcher can conclude that simple past is

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used to indicate an event in the past time and also it is no longer true in present.

3. The Significant Correlation between the Mastery of Simple Past Tense and Reading Comprehension

Reading requires considerable knowledge and skill. This knowledge includes recognizing the letters and words of the language, having a large vocabulary and substantial grammatical and textual knowledge, being able to bring knowledge of the world to the reading task, and developing a degree of fluency with the reading skill. Zulkifli (2016, p. 47) states that reading for foreign language learners can be very difficult due to grammatical rules, irregular verbs, and tricky letter combinations. Moreover, “Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub-skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study.” (Saputra, 2014, p. 92). Freebody in Westwood (2008, p. 10) mentions the ‘four roles of the effective reader’, namely *code breaker*. They are using knowledge of phonics, contextual cues, grammar and text structure.

Incomplete knowledge of the syntax and grammar patterns of English may cause reading with no comprehension (Lems, et al, 2010, p. 171). Roberts (1999, p. 37) states that in order to understand any text, it is necessary to be able to recognize the words, to appreciate the significance

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of their grammatical arrangement and to be familiar with the particular structure to be read. Perera in Roberts (1999, p. 77) shows that many difficulties in reading have their source in the grammatical structure of texts. She argues that reading is likely to be harder when the grammatical structure of a sentence is not easy to predict. Expertise in the interpretation of the phono-graphemic cues will not help a reader to understand the meaning of the sentence if the reader is not using syntactic (grammatical) cues and semantic (meaningful) cues. As the government document suggests, knowledge of these words and familiarity with them in a grammatical context will greatly enhance fluency in reading and also contribute to written composition. Moreover, Dorn and Soffos (2005, p. 58) states, Language is built on a framework of predictable language conventions. Writers must understand these conventions in order to use them effectively; at the same time, readers must understand how writers use these grammatical functions in order to comprehend the researcher's intentions. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

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Based on the explanation above, it is clear that grammar has an important part in comprehending a text. Since simple past tense is included in grammar, students' understanding of simple past tense influences students' reading comprehension.

B. Relevant Research

In avoiding the plagiarism, the researcher presents some previous researches conducted by other researchers in which they are relevant to the research that researcher conducting.

1. In 2008, a research by Hardi Safitri was conducted which had title "students' ability in identifying simple past tense and perfect tense of the second of year students of SMA N 1 Lingga". He formulated the problem about how students' ability in identifying simple past tense and perfect tense of the second year students of SMA N 1 Lingga. This research is categorized as fair. It is based on the recapitulation of the whole percentage (62,53%). There is a significant correlation between students' ability in identifying simple past tense and perfect tense of the second year students of SMA N 1 Lingga.
2. In 2012, a research by Dongbo Zhang entitled "Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. He used structural equation modeling analysis to examine the contribution of vocabulary and grammatical knowledge to second language reading comprehension among 190 advanced Chinese English as foreign language learners. He found that vocabulary size and

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depth were significantly correlated ($r = .515, p < .001$); both measures correlated significantly with reading comprehension sub skills, except for the correlation between vocabulary depth and textual inference. Vocabulary size and explicit knowledge of grammar correlated significantly, but only weakly, $r = .191, p < .05$. The correlation between implicit and explicit knowledge of grammar was also weak but significant ($r = .185, p < .05$). Implicit grammatical knowledge correlated with all three measures of reading comprehension; explicit knowledge, however, was only significantly correlated with gist. Finally, all the three measures of comprehension correlated significantly with each other.

C. Operational Concept

The operational concept is a concept as a guidance that is used to avoid misunderstanding used scientifically in this research. There are two variables used in this research, they are variable X refers to the mastery of simple past tense, and variable Y as reading comprehension of narrative text. The researcher used the indicators which given by the English teacher of the school when the researcher did preliminary research.

1. The indicators of variable X are:

The indicators of variabel X (Simple Past Tense) this taken from Azar (2002). Those are as follow :

- a. The students can identify regular verb in a sentence.
- b. The students can identify irregular verb in a sentence.
- c. The students can identify *verbbe* in a sentence.

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- d. The students can identify simple past tense in a negative sentence.
- e. The students can identify simple past tense in an interrogative sentence.
- f. The students can comprehend the text.
- g. The students can identify the message from the text.
- h. The students can identify the component of the text.

2. The indicators of variable Y are:

The indicators of variable Y (students's reading comprehension) this taken from Alderson (2000, p. 9), those are as follows :

- a. The students are able to find details and facts in texts.
- b. The students are able to find main ideas in texts.
- c. The students are able to find the sequences of texts.
- d. The students are able to understand any inferences in texts.
- e. The students are able to classify unknown words in texts.

D. The Assumptions and the Hypothesis of the Research

1. Assumption

Simple past tense is one of well-known tenses which is always taught by the teacher in state senior high school 1 Sentajo Raya, especially in helping the students comprehend a narrative text. Moreover, based on the theories that the researcher found, the researcher assumes that there will be a significant correlation between the mastery of simple past tense and their reading comprehension of narrative text.

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2. Hypothesis

- a. H_a : There is significant correlation between the mastery of simple past tense and reading comprehension of narrative text at the tenth grade students of state senior high school 1 Sentajo Raya
- b. H_o : There is no significant correlation between the mastery of simple past tense and reading comprehension of narrative text at the tenth grade students of state senior high school 1 Sentajo Raya.