CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Definition of Reading Comprehension

In many definitions, reading is an essential part to broaden knowledge. Reading plays an important role to catch the information. Based on Rosenblatt in Moreillon (2007, p.19) defines that reading is a transaction among the readers, the texts, and the intentions of the author. Every reader brings feeling, personality, and experiences to the texts and each reader is different each time to revisit a particular text. Background knowledge is what the reader brings to reading events. Each reader's interpretation and each reading of the texts are potentially unique.

The purpose for reading also determines the appropriate approach to reading comprehension. Klinger and friends (2007, p.2) stated 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. Reading comprehension has three procedures. There are mentioning, practicing, and assessing. Mentioning means that, the ability to mention the skill that they want to use. Practicing means that, the ability to practice the

skill through work books or skill sheets. Then, assessing means that, the ability to assess the use of skill that has been successful or not.

According to Nunan (2000, p.72) Reading is usually conceived as a solitary activity in which the readers interact with the text in isolation. In cultural terms, reading and learning to read will mean different things to different learners. Reading is the ability to draw meanwhile, Brown (1994, p.291) states that reading is meaning from printed page and interpret the information appropriately. Reading comprehension is primarily a matter of developing appropriate, efficient strategies. In order to make the readers get better understanding and more focus on what information they need, it is better for them to follow the comprehend questions as one of techniques in reading comprehension. Comprehend the questions is one form or other are one of the language teaching techniques most frequently used to train learners in reading. Through comprehend questions as guidance for learners, they will be motivated to practice in reading text.

Based on previous explanations above, it is clear that reading can be defined as a complex activity to gain meaning from the written text. The readers will draw the meaning of symbols by interacting with the text in isolate activity. The information that readers get from reading activity is very useful for them self-cause it will increase and improve their knowledge about topic that they are

reading about. Therefore, reading skill is not an important skill anymore, instead it cannot be separated by language learners' activity.

Basic Types of Reading

Brown (2003, p.139) stated in his book that there are four basic types of reading, they are as follows:

1. Perceptive

    In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to the components of larger stretches of discourses: letters, words, punctuation, and other graphic symbols. Bottom up processing is implied.

2. Selective

    In order to ascertain one's reading recognition of lexical, grammatical, or discourse features language within very short stretches of language, certain typical tasks are used: picture-cued task, matching, true or false, multiple choice and etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom up and top down processing may be used.

3. Interactive

    Reading is the process of negotiating meaning: the readers bring to the text a set of schemata for understanding it, and in take

is the product of those interactions. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and descriptions, except from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of interactive task is to identify the relevant features (lexical, symbolic, grammatical, and discourse) within text of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of suck tasks, although some instances of bottom-up performance may be necessary.

4. Extensive reading

Extensive reading, applies to the text of more than a page, up to and include professional's articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to extensive reading as longer stretches of discourse, such as long articles and books those are usually read outside a classroom hour. Here that definition is messaged a little in order to encompass any text longer than a page) the purposes of assessment usually are to tap into a learners global understanding of a text, as opposed to asking test-takers to zoom in on small details. Top down processing is assumed for most extensive tasks.

Based on brown's statement above, it can be concluded that there are 4 types of reading. They are perceptive, selective, interactive, and extensive. Perceptive is large components in

reading task , and it is for beginner level. Selective is more special than perceptive. Interactive give the comprehension pass negotiating meaning. But, selective and interactive are for medium level. About extensive is for high level and public reader.

Process in Reading Activity

Irwin in Nuriman (2012, pp.11-12) stated that there are five processes that proceed simultaneously during comprehension.

1. Micro processes

The readers' first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrase. The second major skill required for micro processing is the ability to select what idea units to remember.

2. Integrative processes

The readers can recall what they read only if the individual ideas are connected into a coherent whole. It means that the relationship between clauses and/or between sentences must also be comprehended. It requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

3. Macro processes

   At least there are two skills necessary for macro processing. The first is the ability to select the general ideas and summarize the massage. The second one is that the ability to use the author's general organizational pattern to recognize one's own memory representation.

4. Elaborative processes

   Readers may make the prediction about what might happen, they may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. It means that elaborative processing is the process of making inferences not necessarily intended by author.

5. Meta-cognitive processes

   Meta-cognition may be loosely defined as conscious awareness and control of one's cognitive processes. This involves knowing when one does or does not understand something and knowing how to get about achieving the goal, such as successful comprehension or long term recall. It means that meta-cognitive process is the process of adjusting one's strategies to control comprehension or long term recall.

   Based on the previous explanation, it can be concluded that reading comprehension is not merely easy process, but also interactive which entails the readers to comprehend not only

literal meaning of the text, but also text organization, and able to make conclusion from the text. Besides, the readers must get involved emotionally into the contents in the text.

Reading in Curriculum

Curriculum as a plan in education, because it has important part in whole of the education process. Curriculum is a plan/ role about contain and lesson material to use as a rule in teaching learning activity. Curriculum in Indonesia has been changing and developing overtime. The latest one is the 2004 curriculum which was then modified and changed in 2006 to the School Based Curriculum (KTSP) and there is Curriculum 2013. KTSP is an operational curriculum that is implemented at each educational institution from elementary until senior high school. Based on school based curriculum (KTSP) at the junior high school, the standard competence of reading refers to capability of students in comprehending the meaning of short functional text and simple form of recount and narrative essay in the context of daily life and to access knowledge. The minimum passing score for reading is 70. (Syllabus of SMP Dwi Sejahtera Pekanbaru)

In this research, the writer focuses on the narrative text. The students should be able to understand a short essay related to daily life and to access knowledge. They shoud be able to identify main idea and the meaning of word of the text. Therefore, the students

should be able to comprehend the text and to get the information from the narrative text.

Stages for Teaching Reading

Nunan in misdaliza (2005, pp.3-4) said that teaching reading has three acitivities, they are as follows:

1. Pre-reading activity

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

    a) To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces the students to topic which they will discuss in English class.

    b) To motivate the students to give reading reaction for the reading text. Teacher may ask the students some questions related to the topic.

    c) To provide some language preparation for the text. In this case, teacher can show some language preparation, such as: the words, phrases, and sentences that can be used to lead the students' attention to the material.

2. Whilst-reading activity

    Whilst-reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Scanning is the reading rapidly to find special information, meanwhile skimming is reading rapidly to

get general information. In other words, skimming is the reader read goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. Meanwhile, scanning means reading involves searching in particular piece of information in a text, such as looking for a particular name or particular number.

3. Post-reading activity

Post-reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be questioned to describe a situation related to the passage or an incident similar to the passage.

2. Nature of Narrative Text

According to Syafi'I and Ansyari (2011, p.18) Narrative text is text which is telling about what happened in the past time. Narrative text consist of three parts, they are: 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. In narrative text is telling or relating of occurrences or a series of event. It also can be defined as storytelling. Kalayo (2007, p.137) says that the purposes of narrative text are to entertain, create,

stimulate emotions, motivate, guide, and to teach. Furthermore, all narrative texts have certain elements in common as follows:

1. Unfold over time

    Time (chronological order) is most often organizing principle in narrative paragraph. Stories and events happen in certain order, and this order must be communicated to the readers.

2. Have characters that display some type of emotions

    A good narrative text connects readers to some sort of emotions felt by participants in the text itself.

3. Center on events more than ideas

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

4. Developing your narrative paragraph

    In order to write a good narrative paragraph, writer will have to consider several important points such as:

    a) Selecting an appropriate experience

    b) Deciding on details

    c) Organizing narration

    d) Guiding your readers' interpretation of the experience

3. The Students' Reading Comprehension in Narrative Text

There are so many genre of text that should be learned by the students. One of the genres is narrative text. Narrative text differs to others text in case of its story elements and text structure. One of ways to

measure the students' achievement in reading is by using Barret's Taxonomy. The Barrett Taxonomy (Clymer, 1968) is designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. The level of Barret taxonomy is as follow:

Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection.

a. Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection.

1) Recognition of details

2) Recognition of main ideas

3) Recognition of sequence

4) Recognition of comparison

5) Recognition of cause and effect relationships

6) Recognition of character traits

b. Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection.

1) Recall of details

2) Recall of main ideas

3) Recall of sequence

4) Recall of comparison

5) Recall of cause and effect relationships

6) Recall of character traits

Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

1) Classifying

2) Outlining

3) Summarizing

4) Synthesizing

Inferential comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his

or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page. The components inferential comprehension in reading are:

1) Inferring supporting details

2) Inferring main ideas

3) Inferring sequence

4) Inferring cause and effect relationship

5) Inferring character traits

6) Interpreting figurative language

Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values.

Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

Besides that, Alderson (2000, p.67) states the reader should know the generic structure of narrative text. The generic structure refers to text organization or text structure. Text organization how the paragraphs relate to each other, how the relationships between ideas are signaled or not signaled- has long been an object of study. The generic structure of this text is that, orientation, complication and resolution.

Other components of narrative text also important to help the students' reading comprehension, is that:

a. Find factual information

Factual information requires the students to scan specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identify, time, and a mount in which most of the answer can be found in the text.

b. Inference

The important thing is needed in reading is understanding. Write use language efficiently and recognize what can be inferred from

their sentence. In this case, an efficient reader is able to understand those implications.

c. Moral message

Moral message is a lesson that the readers take from the story of narrative text. Therefore, narrative text not only to amuse the readers with the story, but also it has moral lesson.

Based on the syllabus of the junior high school yayasan dwi sejahtera Pekanbaru, the researcher used some of the components above such as identify main idea, identify factual information, identify communicative purpose, identify reference and the moral value.

4. Nature of Breaking News Game

Comprehension results when readers know in which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose. One of ways to make students comprehend in reading is teaching them by using game. According to Richards (2010, p.239) game is (In language teaching) an organized activity that usually has the following properties a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and

they must speak or write in order to express their own point of view or give information.

In line with David (1984, p.1) the need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term.

According to Sophie (2010, p.34) Games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules etc. Due to this familiarity they link back to the children's home background. Games are mostly inclusive activities in that they involve all the children and they can cater to different learning styles and different personalities. They are also activities which are naturally repetitive, thus maximizing input, frequency of target items without boring the students.

Games are simple structured activities which may involve little language but are meaningful to students and involve the whole self (cognitively and emotionally), thus creating strong associations with the language used (Fleta, 2009). Games are particularly valuable for a child beginning to learn a foreign language. Children just beginning to learn a new language need some time to adapt to the language, its sounds and rhythms. They need exposure to input before they experiment with producing language. Some children will gladly experiment with production but some can be shy and require more time.

There are many ways to help the readers to comprehend the reading text that they are reading about such as: strategy, method, technique as well as a game. Lori and Lora (2004, p.86) Stated in their book that Breaking News game is used to practice in summarizing, identifying the main idea of a story or event, recognizing a person's point of view, and practicing writing skills. The purpose of applying Breaking News game in reading activity is to summarize, make the headline and retell the story what readers have just read in their own words that it can be sign that readers understand about the text they just read.

The procedures of Breaking News game are as follows:

a. The teacher shares a certain narrative story for every student,

b. Then teacher explains the application and rules of breaking news game which will be applied,

c. The teacher has the students to read the narrative text given

d. After that, the students have to create the headline, summarize the story in the shortest possible way,

e. The person who expresses the event accurately in the shortest possible way will win the game

f. Then the winner takes turn telling to story

g. The teacher can repeat the game with or by using another narrative story.

The Variations of Breaking News

a. Require the headline to be a complete sentence: for example, "MOM ON MESS RAMPAGE".

b. Write alternate headlines about the same event but with a different slant: for example, if you want to emphasize the outcome of Mom's rampage, try "JOHNNY CLEANS UP!"

c. If the event involved two or more members of the family, get all sides of the story and create multiple headlines from each person's point of view. For example, the alleged messer-upper could state his version of events: "BOY FALSELY ACCUSED OF MAKING A MESS" or "MYSTERY MESS BLAMED ON FUGITIVE SON" or "BOY: 'I DIDN'T DO IT!'" Post the headlines stating both sides of the story in the "Family News" for that date.

d. Help the child write a short paragraph about the event under the headline, incorporating the five *W*s—who, what, where, when, why and add the paragraph to your news sheet.

e. Illustrate the headlines.

f. Create a special Travel Edition of "Family News" when you're on vacation with a photo spread and captions.

The Advantages of Breaking News

There are many advantages of using this games in the classroom:

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Based on the activity in this game, there are several benefits that the students will get, they are: Encourage the students to participate actively in the classroom lesson, facilitates a deeper understanding of the text, it is a good activity for a class having wide range of reading ability, encourage interdependence within the classroom and individual groups, applicable for variety of subjects, it is easy to implement, and also encourage a positive student attitude toward strategy.

B. Relevant Research

The relevant research is the researchers' review of the relevant research to observe some previous research conducted by other researchers in which they are relevant to the writer research itself. Besides, the writer has to analyze what the point that was focused on

inform the design, finding the conclusion of the previous research. Syafi'I (2007, 122) says the purpose of relevant research is at avoiding plagiarism toward the designing finding of previous researchers.

There are many researches which are relevant with this research. One of them was conducted by Yemima Alberti in 2014. She conducted a research entitled Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade VIIId of SMP N 1 Pondok Kelapa Bengkulu Tengah. The design of her research was Experimental research. Her research aimed to explain the extent to which Story Grammar strategy can improve students' reading comprehension on narrative texts and find out what factors influence the changes of students' reading comprehension. The subject of her research was the students at grade VIIId of SMPN 1 Pondok Kelapa Bengkulu Tengah which consisted of 30 students. In her research, she used quantitative and qualitative data to see the improvement of the students' reading comprehension and the factors influence the changes of students' reading comprehension. The instruments of his research were reading comprehension test, observation checklists and field notes, and interview.

Based on the result of the test, the students who passed the standard score improved from 30% in the preliminary data to 73,33 % at the end of the research. It means that Story Grammar strategy improves students' reading comprehension that was influenced by student's factors

(attention, interest and participation) and teacher's factors (choosing the material and classroom management).

The other one research entitled The The Effectiveness Of Using Semantic Mapping Strategy In Teaching Reading Comprehension Of Narrative Text by Suci Kumala Sari. Her research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text. The design of her study was experimental study. The population of her study was the eighth grade students of SMP Negeri 6 Semarang in the academic year of 2012/2013. The number of the subjects was 60 students.

The data of her research were obtained by administering reading test to the VIII B as control group and VIII C as experimental group. The research was started by giving pre-test, treatments, and post-test to both experimental and control groups. The data of the test were analyzed by using t-test formula to know the difference of the students' comprehension in reading narrative text between two groups. In the pre-test, the average score of the experimental group was 51.2667 and the control group was 64. The average score of post-test of the experimental group was 76. 0667 while the control one was 70.6667. The result of the t-test of mean difference was 8.939 and t-table was 2.00. It means that t-value is higher than t-table (8.939>2.00). The calculation revealed that the hypothesis about a significant difference on reading comprehension between students who were taught narrative text by using semantic mapping strategy and those who are taught by using quick reading method was accepted.

C. **Operational Concept**

The operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the writer would like to explain briefly about variables of the research itself. There are two variables will be used. The first is Breaking News game that will be used in teaching reading narrative text (in experimental class) which is known as independent variable or variable X. the second one is that students' reading comprehension (reading narrative text) which is known as dependent variable or variable Y.

1. In reference with Breaking News Game Lori and Lora (2004, p.86), the study has several steps as follows:

   The procedures of Breaking News game are as follows:

   a. The teacher shared a certain narrative story for every student,

   b. Then teacher explained the application and rules of breaking news game which will be applied,

   c. The teacher has the students to read the narrative text given

   d. After that, the students had to create the headline, summarize the story in the shortest possible way,

   e. The person who expressed the event accurately in the shortest possible way will win the game

   f. Then the winner took turn telling to story

   g. Teacher could repeat the game with or by using another kind of narrative text.

2. Students' Reading Comprehension

There are several indicators or reading narrative text, they are:

a. The students are able to identify the purpose of narrative text.

b. The students are able to find factual information of the text.

c. The students are able to identify the generic structures of narrative text

d. The students are able to identify meaning of the words in the text.

e. The students are able to identify the moral value of the text.

D. **Assumption and Hypothesis**

1. **Assumption**

   In this research, the writer assumes that (1) Narrative text has been taught to the students. Thus, it is assumed that the students at the second year of Junior High School Yayasan Dwi Sejahtera Pekanbaru are able to examine the narrative text well. (2) The better Breaking News game is applied in teaching or learning narrative text, the better students' comprehension in reading narrative text is.

2. **Hypothesis**

   H_o: There is no significant difference of students' comprehension in reading narrative text between those who are taught by using Breaking News game and taught without using Breaking News game at Junior High School Yayasan Dwi Sejahtera Pekanbaru.

   H_a: There is a significant difference of students' comprehension in reading narrative text between conditions.