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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Concept of Reading Comprehension

Reading is one of the English skills that should be mastered by every student besides others skills like writing, speaking, and listening. It is the most useful activity in order to enlarge students' insight. Through reading, students can enlarge their knowledge and get lots of advantages from it. According to Harrison (2004, p. 3), reading is not only increases our life skills and extends our knowledge, but also goes much deeper. Reading has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence.

Furthermore, Nunan (2003, p. 68) stated that reading is fluent process of readers' combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated. It means that the readers transfer meaning from the text in order to build a meaning and give assessment from the text to understand the message communicated. Pertaining to Patel and Jain (2008, p. 113), reading means to understand the meaning of printed words. Briefly, reading is a process to decode the meaning from printed words.

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To know the information of the reading text, the readers should comprehend it. Reading text without comprehension is useless. According to Jhonson (2008, p. 3), Reading is the practice of using text to create meaning. It is an interactive process, a process in which the reader engages in an exchange of ideas with an author via the text. In this context, readers' understanding of a text is a kind of exchange ideas with the author. When a reader reads a text, an "understanding" of the text is created in the reader's mind. The process of constructing a situation model is called the "comprehension process".

In briefly, reading is a way to achieve meaning from the writer to the reader in order to get new information. Reading involves the interaction between reader and the passage. The purpose of reading is to get new information, to increase new knowledge and to entertain the readers. Regarding to this, Sholes (2010, p. 2) stated that the purposes of reading such as; for pleasure or for personal reasons, to find personal information such as what book is mostly about, to find a specific topic in a book or article, and to learn subject matter that is required for a class

Based on the explanations above, the researcher concludes that reading is an activity to gain the meaning or to catch the information from the written text. In reading activity, a reader brings her or his background knowledge, making prediction the writer's ideas to get the meaning of the text, and drawing the meaning of symbols by interacting with the text in isolate activity. Therefore, Reading is one of the most important skills that

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should be mastered by students in order to get new information and to grasp the meaning from the written text.

When learners comprehend the reading materials, they interpret the ideas in text. Blachowicz and Ogle's (2008, p. 1) stated that reading comprehension is making sense of what is read. As a result, reading comprehension the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending that is getting the ideas explicitly and implicitly. Furthermore, Snow (2002, p. 11) pointed out comprehension as three elements. Firstly, the *reader* who is doing the comprehending, secondly, the *text* that is to be comprehended, thirdly, the *activity* in which comprehension is a part. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill but also readers' experiences and prior knowledge.

The goal of reading is comprehension. Understanding the written text is important thing in reading process, because the purpose of reading is to grasp the meaning or to catch the information from what the readers have read. According to Moreillon (2007, p. 21), comprehension is an important part of learning to activate and use background knowledge. Furthermore, according to RAND in Kwiatkowska (2012, p. 3), reading comprehension is the process of extracting and constructing meaning together through interaction and involvement with written language. It can

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be said that in comprehending the text, the reader are taking and building the meaning of the text and when the reader tries to comprehend the reading text they will reconstruct her or his background knowledge in understanding the text.

Duffy (2009, p. 14) noted that comprehension is the essence of reading because the goal of written language is communication of message. If the readers only read the reading passage without trying to comprehend the message of the text, it is very useless and only spends much time and they will get nothing. In addition, Vaughn and Thomson (2004, p. 99) stated that reading comprehension includes; applying one's knowledge and experiences to the text, setting goals for reading, and ensuring that they are aligned with the text, using strategies and skills to construct meaning during and after reading, adapting strategies that match the reader's text and goals, recognizing the author's purpose, distinguishing between facts and opinions, and drawing logical conclusions.

Based on the statements above, it can be concluded that reading comprehension is the process of the readers to construct the meaning from the text. Also, Reading comprehension is a matter of interacting between the reader and the reading passage. It is not a passive process, however it is an active one that requires the readers to combine their previous knowledge with the information in the reading passage, analyze the information, assimilate it to achieve understanding and draw a mental

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image of the message that an author wants to convey. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending that is getting the ideas explicitly and implicitly.

## 2. The Concept of Narrative Text

Narrative text is a kind of text which is telling about a story what happened in the past. According to Thomas S. Kane (2000, p. 366), narrative is a meaningful sequence of events told in words. The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Syafi'I (2014, P. 51) stated that narrative text is telling or relating of occurrences or a series of event. It also can be defined as storytelling. Besides, Hasibuan and Ansyari (2007, p. 130) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers.

Quoted from Anderson (2002, p. 3), Floriasti stated that example of narrative texts which includes: myths, fairytales, science fiction, and romance novels. The generic structures of narrative text are as follows: the first is an orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about what, when and where the action is happening. The second is a complication that tells the beginning of the problem which leads to the crisis of the main of participant. And the



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third is a resolution provides the final series of the events either in happy or sad ending.

In summary, narrative is a kind of text that tells a story, amuses the reader, makes the reader think about an issue, and also teaches them a lesson. Narrative text shows the sequence of events which involves imaginative thoughts and fictive stories to present a touch story. It spreads the sequences one by one to get an amazing story.

### 3. The Students' Reading Comprehension of Narrative Text

Reading is an activity with purposes. It is an interactive process that goes on between the reader and the text, resulting in comprehension. The purpose of reading is to connect the ideas on the page to what the reader already knows. The purpose of reading also determines the appropriate approach to reading comprehension. Moreover, teaching reading will not be successful if the students only read the words, without any understanding the message being read. According to Smith and Robinson in Sri Suharti (2011, p. 93), "Comprehension means understanding". It means that reading comprehension is a process of thought where the readers understand the writer's ideas and interpret them into his or her own needs. Thus, it is necessary for students to master reading comprehension. If the students understand the text, of course the process to understand meaning will run well.

In learning English, there are some genres of the texts that are taught to the students of senior high school level. The genres of text are

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divided into two; they are story genres and factual genres. There are three kinds of the texts of story genres; they are descriptive, recount and narrative. Besides, in factual genres consist of procedure, explanation, exposition, report, discussion, review, and announcement. Based on the school's syllabus of Islamic Senior High School Daarun Nahdha Thawalib Bangkinang, the functional texts taught to the tenth grade students are narrative, descriptive and recount. In this research the researcher focused on narrative text.

Reading narrative text is not difficult if the student knows about narrative itself. When the students read the narrative text, they have to know about the definition of narrative text, the important parts occur in narrative text, and knowing about the purpose of narrative text. According to Herman (2012, p. 3), narrative is somebody telling somebody else, on some occasion, and for some purposes, that something happened to someone or something. He also said that narrative is often treated as a representation of a linked sequence of events. Therefore, narrative text can be really enjoyable to write and to read. The reader will be able to understand what the writer's message is or what the writer is talking about if the story is told clearly and detailed.

Students play a role as the active readers in learning reading narrative text. According to Brown (2003, p. 188), there are some principal strategies for reading comprehension namely; identify the purpose of reading a text, apply spelling rules and conventions for bottom up



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decoding, use lexical analysis (prefixes, roots, suffixes, etc.) to determine meanings, guess at meaning (of words, idiom, etc.) when the reader is not certain, skim the text for the gist and for main ideas, and scan the text for specific information (names, dates, key words).

Therefore, in reading narrative text, the readers or students have to present the structure of the narrative text consisting of three main parts of including orientation, complication and resolution with the purpose to entertain, instruct, clarify, and amuse. So, in order to comprehend narrative texts, readers need to have knowledge about narrative texts.

According to Thomas S. Kane (2000, p. 366), narrative is a meaningful sequence of events told in words. The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Syafi'i (2014, p. 51) noted that narrative text is storytelling of an event series. In short, narrative is a text that tells a story, it can be an imaginary or real event.

Students' reading comprehension of narrative text means that the students know and understand all components of narrative text, such as generic structures and language features of narrative text. It means if the students have good ability in recognizing organization and features of narrative text, automatically they also have good reading comprehension of narrative text. The generic structures of this text are Orientation, Complication, and Resolution. Sudarwati (2006, p. 154) stated that there



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are some language features of narrative text; using noun, pronoun, noun phrase, time connectives and conjunction.

Thus, the researcher concludes that the students can be called having ability in reading narrative texts if they are able to identify the topic, generic structure, language features, and information in a narrative text as it is stated in the syllabus of English lesson of Islamic Senior High School Daarun Nahdha Thawalib Bangkinang. Students who understand all components of narrative text will know that in a narrative text there is a topic, and the students will comprise the beginning section introducing the main characters, the middle section where some sort of conflicts arise between characters, developing to a crisis point, and the ending section where the conflict comes to some kinds of resolution. Comprehending a narrative text is an interactive process between the reader's prior knowledge and the text.

#### 4. The Factors Influencing Students' Reading Comprehension of Narrative Text

Reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning (Dorn and Soffos, 2005, p. 6). It means that the students have to learn much about how to be good readers. Moreover, the students have to know some factors that influence reading comprehension. According to Dorn and Soffos (2005, p. 7) there are some factors that influence reading comprehension such as a

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range of internal factors; they are perceptions, belief, motivation, and problem solving strategies.

In addition, Carver (2009, p. 27) stated that there are three primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passages involved. If the level of difficulty of the text is higher than the level of ability of the individual, so the Individual will get difficulty in reading comprehension. Second, the way in which the instructions are presented by the teacher. If the teacher gives clear instruction, reading activity will run well. Third, objective consequences. This will make students easy in their reading because they know what they are going to be required. Furthermore, Kahayanto in Mubarak (2009, p. 14) also stated that the factors that influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading, while, internal factors are including motivation and interest.

Based on the statement above, it can be conclude that there are some factors that influence students' reading comprehension; they are motivation, interest, materials, prior knowledge, and the purpose of reading. It is better for the reader to know the factors that influence reading comprehension to minimize the struggle in comprehending the text. So, in this research, the researcher used Round Robin technique that will help students to increase their reading comprehension and make them easy and familiar in reading narrative text.

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## 5. Round Robin Technique

### a. The concept of Round Robin Technique

In the context of teaching and learning, there are some ways to help language learners more active and effective. It can be distinguished into four terms. They are: *approach*, *method*, *technique* and *strategies*. An approach is viewed as overall theories about learning language, which then lend itself to the approach of language teaching and learning in a certain manner. Regarding this, Celce-Murcia (2001, p. 5) believes that an approach to language teaching is something that reflects a certain model or research paradigm. Briefly, approach is like a collection of theories, there is no procedure and it is still general.

Then, Celce-Murcia (2001, p. 5) also stated about the definition of method. Method is a set of procedures. According to Cambridge International Dictionary as stated by Patel and Jain (2008, p. 89), method means a particular way of doing something. In conclusion, method is more specific than approach and less specific than technique. Thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities (Richards and Schmidt, 2010, p. 590). Moreover, Celce-Murcia (2001, p. 5) stated that a technique is a classroom device or activity and thus represents the narrowest of the three concepts. In conclusion, technique is more specific than method. Strategy is procedures

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used in learning, thinking, etc. (Richards and Schmidt, 2010, p. 559). Thus, strategy is that students perform a few steps in learning process.

In this research, the researcher used a technique in language teaching. There are many numbers of techniques that can be used in teaching reading comprehension; one of which is Round Robin Technique. Round Robin technique is one of the techniques in cooperative learning. This technique involves students' participation and they have to work cooperatively with their classmates in groups. This technique can be viewed as one of the kagan's cooperative structural approaches used for team and class building, communication, mastery of learning, and critical thinking (Shaaban and Ghaith, 2005, p. 19).

Kagan (2003) stated that Round Robin could be used to help teach reading, writing, or any other curriculum content. It means that by using this technique, the students are expected to be easier to increase their reading comprehension, especially in comprehending narrative text. Regarding this, quoted from Govindo (2013, p. 10), Patricia stated that Round Robin has advantages, they are: to involve students in reading, to build confidence and develop schema, to foster comprehension, to assess reading, and to develop fluent reading. So, Round Robin helps to motivate students' interest and this technique makes the students easier to comprehend the text.

According to Karre (2009, p. 9), round robin engages students in group discussion of key ideas from the class. It means that round robin is

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one of the techniques to improve students' reading comprehension in group. Therefore, this technique gives an opportunity to the students to answer the question freely by using their own idea. So, round robin technique can improve students' self confidence.

Round Robin technique is also content free and repeatable (Kagan, 2009, p. 5.3). In Round Robin technique, each student in groups expresses their ideas in turn. Teacher may have students do a Round Robin by describing something, retelling or modify a story, stating opinion on social issues and telling their experience in class. Each time teacher uses Round Robin technique with different content, teacher could create a different activity. In conclusion, because of free content, it makes this technique flexible for various subject matters.

Furthermore, Kagan (2009, p. 5.8) stated that the implementation of round robin technique improves students' social skill. There is a spectrum of social skills required to be a good team member. Social skills mean students become more polite and cooperative. Here, students are able to resolve conflicts, understand and accept points of view different from their own, and the students are also more respectful and responsible, better able to control their impulses.

In sum, the researcher pointed out the experts' statements above. In this technique the students work in a group which consists of four or six members. They share their understanding of a text. Each person should participate during the discussion, so that it is more efficient because no one



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does anything during discussion. Here, students do not only learn how to solve problems, but also learn how to cooperate with their teammates.

**b. The Procedures of Round Robin Technique**

Kagan (2009, p. 5.3) stated that the procedures of round robin technique are as follows:

- 1) The teacher divides students into five groups.
- 2) The teacher explains to the students how round robin technique will work.
- 3) The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.
- 4) The teacher asks students to read the text individually.
- 5) The teacher gives the question provided in the handout in turn.
- 6) The teacher gives students thinking time.
- 7) Each member of the groups takes turn stating or sharing the responses about the answers given.

**6. Using Round Robin Technique on Students' Reading Comprehension of Narrative Text**

Round Robin is helpful for teachers to use when students have difficulty in reading comprehension. Round Robin is an effective technique in reading which provides the students to comprehend the text well, especially narrative text, share the ideas, store the ideas, and recall

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the information or ideas easily. Because in this technique, the students are not only read the text but also comprehend the text. Kagan (2009, p. 5.8) stated that round robin is an activity that taught students how to take turns when working in a group. The process is quite simple. The teacher introduces an idea or asks question that has many possible answers. The teacher then asks students to make their contributions possible answers. One student starts, making his or contribution, and then passes the turn to the next person, who does the same. Turn-taking continues until every person in the group has had a chance to talk. It means that round robin technique must be able to do cooperative learning in activity or answer a question given by their teacher, and the question has many possible answers.

In conclusion, by using this technique, the students do not only learn how to solve problems but also learn how to cooperate with their teammates. This technique enables students to enhance their ability in teambuilding, communication, thinking skill, mastering materials, and sharing information. By using this technique, the whole class can participate in the lesson fairly and actively and also the students are expected to be easier to increase their reading comprehension, especially in comprehending narrative text.

## **B. The Relevant Research**

Relevant research requires some previous researches carried out by other researchers in which that are relevant to our research itself. It is



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supported by Syafii (2013, p. 94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Besides, the researcher has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

The first relevant research was conducted by Dhaniar Setiana (2015) entitled “Improving Reading Comprehension Through The Use of Round Robin Technique For The Tenth Grade Students of SMK Farmasi “Indonesia” Yogyakarta”. She concluded that there was a significant improvement in the students’ reading comprehension after implementing Classroom Action Research through Round Robin technique. Dhaniar succeeded to improve students’ reading skill by using Round Robin. The results showed that round robin technique was effective to improve the students’ reading comprehension and students’ participation in reading class.

The second relevant research was conducted by Ade Puti Wiranda. She conducted a research entitled “The Effect of Using Round Robin Strategy Toward Writing Ability on Descriptive Paragraph of the First Year Students’ At SMA Muhammadiyah 1 Pekanbaru in 2012/2013 Academic Year”. Her research was an experimental research. The population in his research was all students of first year which were 192 students. There were 27 students every class. The writer conducted research in two classes. The analysis of the data showed that there was a significant effect of the students’ achievement between experimental class and control class. The average of the students’

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achievement before conducting treatment was 47.91 for experimental class and 47.79 for control class. Based on this finding, it is suggested that Round Robin Strategy can be used by the teachers to improve students' ability in writing narrative text.

This research is different from the two researches above. In this research, the researcher used Round Robin Technique to know the significant effect on students' reading comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.

### C. The Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013, p. 94). It means that it is a concept used to give explanations about theoretical framework in order to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Round Robin Technique in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension of narrative text as a dependent variable. The indicators are operationally conceptualized as follows:

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## 1. Variable X

According to Kagan (2009, p. 5.3) the procedures of Round Robin Technique are as follows:

- a. The teacher divides students into five groups.
- b. The teacher explains to the students how Round Robin Technique will work.
- c. The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.
- d. The teacher asks students to read the text individually.
- e. The teacher gives the question provided in the handout in turn.
- f. The teacher gives students thinking time.
- g. Each member of the groups takes turn stating or sharing the responses about the answers given.

## 2. Variable Y (the indicators of reading comprehension)

Based on the syllabus 2014 at the tenth grade (Tim Penyusun, 2014) the indicators of reading comprehension are as follows:

- a. Students identify the topic of narrative text.
- b. Students identify the word references of narrative text.
- c. Students identify the social function of narrative text.
- d. Students identify the generic structure of narrative text.
- e. Students find the inferences of narrative text.



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## **D. The Assumption and Hypothesis**

### **1. The Assumption**

In this research, the researcher assumed that the students who are taught by using Round Robin technique will have better reading comprehension achievement. Furthermore, the better implementation of Round Robin technique in reading subject is, the better students' reading comprehension of narrative text will be.

### **2. The Hypothesis**

#### **a. The Null Hypothesis (H<sub>0</sub>)**

There is no a significant effect of using Round Robin Technique on students' Reading Comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.

#### **b. The Alternative Hypothesis (H<sub>a</sub>)**

There is a significant effect of using Round Robin Technique on students' Reading Comprehension of narrative text of the tenth grade at Islamic Senior High School Daarun Nahdha Thawalib Bangkinang.