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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is the process of getting information from a written symbol or written language. In the reading process, the readers not only read written form, but also they are required to understand of what they are reading. There are many experts that have explained about reading. According to Duffy (2009:14), reading is a language, and language is made up of words and words can reflect experiences. Reading is one skill that should be mastered by every student, every teacher and everyone. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it.

According to Jhonson (2008:3), 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. It means that there is an interaction between the text and the reader that constitute actual reading. Students should have more knowledge that they will get. They also can improve their knowledge. It can be happened if the students can comprehend the text well. In this context, readers' understanding of a text is a kind of exchanging ideas with the author. When a reader reads a text, an "understanding" of the text is created in the



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reader's mind. The process of constructing a situation model is called the "comprehension process".

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is the process of understanding the text and constructing the meaning through interaction between the reader and the writer. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text.

Reading is not an easy skill to be mastered because it is an active process that requires a great deal of practice and skill. Students must take their ability to pronounce words and to read pictures and then make the words. So, the students should be able to read the words and images and then they should gain meanings from that. Sholes (2010:2) stated that the purposes of reading are:

- a. For pleasure or for personal persons
- b. To find personal information such as what book is mostly about
- c. To find a specific topic in a book or article
- d. To learn subject matter that is required for a class

While, Hasibuan and Ansyari (2007:37) also stated that the purposes for reading and the type of text determine the specific knowledge, skill and strategies that readers need to apply to achieve comprehension.



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In addition, Vaughn and Thomson (2004:99) mentioned that reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text
- b. Setting goals for reading, and ensuring that they are aligned with the text
- c. Using strategies and skills to construct meaning during and after reading
- d. Adapting strategies that match the reader's text and goals
- e. Recognizing the author's purpose
- f. Distinguishing between facts and opinions
- g. Drawing logical conclusions

Finally, based on all of experts' explanation above, the writer points out that reading comprehension is the process of the readers to construct the meaning from the text. Thus, reading is an active and communicative process. Not only that, but also an interactive process that goes on between the reader and the text, resulting in comprehension.

2. The Nature of Narrative Text

Narrative is a storytelling that presents a series of events in a sequence of time. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Narratives sequence people/characters in time and place, but differ from recounting in that through the sequencing, the



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stories set up one or more problems, which must eventually find a way to be resolved.

According to Kane (2000:366), 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.

There are many different types of narratives including: humor, romance, crime, real-life fiction, mystery, fantasy, science fiction, diary-novels, and adventure. According to Syafi'i (2014:51), narrative text is telling or relating of occurrence or a series of events. While, Herman (2012:3) stated that 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.

From what experts have mentioned above, it can be concluded that narrative text tells a story, entertains the audience, makes the audience think about an issue, and also teaches them a lesson. Narrative text involves imaginative thoughts and fictive stories to present a touch story by showing sequence of events. It spreads the sequences one by one to get an awesome story.

3. Students' Reading Comprehension of Narrative Text

Most of the students enter school with a basic understanding of narratives, but they are less likely to know that stories have a more

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elaborate structure; setting, characters, plot, theme. Students' reading comprehension of narrative text means that the students know and understand all aspects of narrative text, such as features and organizations of narrative text.

According to Dymock (2007:162), students who understand the features and organization of narrative texts will know that narrative texts have a main idea/theme, and will comprise a beginning section introducing the main characters, a middle section where some sort of connection/conflict arises between characters, developing to a crisis point, and an ending section where the connection/conflict comes to some kind of resolution.

The students can be called having ability in reading narrative text, if they are able to identify main idea, generic structure, language features and information of narrative text. According to Smith and and Robinson in Sri Suharti (2011:93), comprehension means understanding. Reading comprehension is a process of thought where the readers understand the writer's idea. It means that the reader and the writer have interaction.

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Comprehension takes place while the person is reading and it needs a set of skills that let him find information and understand it in terms of what is already known.



Hasibuan and Ansyari (2007:37) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers. This kind of text is familiar and easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics.

The generic structures of narrative text are Orientation, Complication, and Resolution. 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 that if the students have good ability in recognizing organization and features of narrative text, automatically they also have good reading comprehension of narrative text.

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

4. Factors Influence Students' Reading Comprehension of Narrative Text

Many students still get the difficulties to comprehend the text. Therefore, the teacher should help the students in comprehending the texts, encouraging them to build world knowledge through reading and teach their students to use active comprehension strategies to improve the reading comprehension.

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To help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Brown (2004:70) said that teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge causing to know or understanding.

According to Smith and and Robinson in Sri Suharti (2011:93), comprehension means understanding. Reading comprehension is a process of thought where the readers understand the writer's idea.

Narrative text has some important elements in its structure such as plot, style, theme, point of the crew, exposition, resolution, climax, conflict, characters, and setting. All those elements cannot be separated from narrative text.

In conclusion, there are many things that should be done by the students in order to understand the text. One factor that influences students' reading comprehension is knowledge of comprehension strategies. Printed Mass Media Strategy is one of the comprehension strategies that will help students to increase their reading comprehension and make them easy and familiar in reading narrative text.

5. Printed Mass Media Strategy

a. The Nature of Printed Mass Media Strategy

According to Richards and Schmidt (2010:559), strategy is procedures used in learning, thinking, etc. It means that strategy is



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about students perform a few steps in learning process. This research used Printed Mass Media Strategy in teaching reading comprehension.

Printed Mass Media is a tool in teaching and learning process, because with printed mass media the teachers can find the authentic texts that are used for reading material and also make their lesson become cumulative. According to Assimonye in Wisdom and Alice (2012:475), the print media is an important tool for learning. It includes textbooks in all subjects taught in class, as well as novels, magazines and newspapers which offer information and entertainments in all spheres of life. The value and effectiveness of print resources are so high within the learners. Printed information can be used anywhere and is always at hand for reference. Print media are useful to easy transformation of information. Wisdom and Alice (2012:476) stated that the print media can be regarded as ‘a double edged-sword’ as it could enhance quality in students’ reading competence which influences their academics either positively or negatively. For instance, newspapers, magazines, cartoons, novels etc that portray social vices (pornography, murder, robbery) etc, which expose students to how modern technology can be used to perpetrate such vices, may influence students’ behavior negatively. Hence, students can interact to gain information and entertainment as well as enhance the quality of their competency in reading. This is because

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they are already motivated through the myriad things presented through the print media.

Many forms of mass media; the English language, books, magazines, newspaper, comics, advertising, records, film, radio, and television. Many of these forms are inter-related (Michael Willie, 1979:58). According to Onukaogu in Wisdom Alice (2012:474), mass media have had the greatest influence on youths, because they learn about the world through the print and non-print media. By implication the information received from the print media serves as a source of energy to those exposed to them because helps them in intra and interpersonal relationship including general adjustment in life. Mass media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities.

While, Vilma Tafani (2009:83) said that mass media provide students with a lot of language practice through activities which develop reading, writing, speaking and listening skills. They also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation. Media keep us informed about what is

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happening in the world, they extend our knowledge and deepen our understanding.

b. The Nature of Magazine

Magazine is printed media besides newspaper, books, pamphlets, direct mail, and billboards. Magazines can be found in many countries with many types and size. According to Vilma Tafani (2009:68), magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. It means that magazine can give authentic information that contains a wide variety of text types, language styles easily found as a reading materials, contain many stories, and lots of advertisement that sell products.

Magazines as print media are best tools that offer both direct and incidental reading strategies for students which can also develop their reading competencies. Students can interact to gain information and entertainment as well as enhance the quality of their competency in reading. This is because they are already motivated through the myriad things presented through the print media.

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According to Laureta Vavla (2009:15-16), the advantages of magazines are:

1. They provide a valuable source of authentic materials which can be easily adapted to classroom use. The wide range of topics they cover allows teachers to use them in many different subjects and occasions. They provide facts, data and stories which can serve as supplements to subject content.
2. Magazines are child friendly as they are full of pictures and colors. Young children especially are easily attracted by colorful magazines and this may serve as a tool to motivate the students' reading skills
3. Magazines offer students a 'real' natural source of language comprised of words characterized by several connotation components pertaining to a wide variety of language styles, enriching this way the students' passive and active vocabulary.
4. Magazines (similarly to newspapers) are the first to present to our students (and not only) the changes in which the language undergoes and they can do this much faster than textbooks as they are published daily, weekly or monthly.
5. Magazines can also be used basically for the culture they transmit. Since they serve as a country's mirror, students are able to be in contact with the culture of the language they are studying through magazines in particular and printed media in general.

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The use of printed materials especially magazine can be suitable media in teaching English for senior high school students since magazine appears in interesting materials and contains several kinds of information which are related to the fact about real life.

Besides that, magazine is also provided with information about hobbies, music, gossip about artist, several advertisement, etc. All of the content of magazine is usually interesting for the reader because its appearance in full color, full picture, etc. Usually young learners are interested in pictured or colored materials. The use of different text types develops a variety of reading styles, encourages reading for different purposes and familiarizes learners with the features of the different text types. So, it is assumed that the use of text in magazine can improve students' reading comprehension.

c. The Procedures of Printed Mass Media Strategy

The procedures that can be followed in teaching with printed mass media are as follows:

- 1) The teacher asks the students to make a group.
- 2) The teacher selects the story from printed mass media that will be interesting for the students.
- 3) The teacher asks the students to skim.
- 4) The teacher asks the students to explain in front of the class.
- 5) The teacher asks the students to find out the main idea with number them.



- 6) In each number, students write the main idea of the same number and exchange with a partner.
- 7) Partners read and write their main idea on another paper.
- 8) The teacher asks the students to compare the answers.

6. Using Printed Mass Media Strategy on Students' Reading Comprehension of Narrative Text

Reading is one skill that should be mastered by every student, every teacher and everyone. Reading is not only the process where the reader reads the words, sentences or the text, but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it.

Reading cannot be separated from comprehension because the results of reading activity is to comprehend what has been read. It can be explained that comprehension is a capacity to understand meaning in a text and the writer's idea. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. According to Wilis (2008:127), the processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Teacher should know how to explain about what narrative text is, what its generic structures are, what narrative text tells about and what the purpose of narrative text is. The goal of teaching reading narrative text is to make students or readers able to find out the meaning, information, ideas, insight or knowledge from it. Besides, Nunan (2003:74) mentioned that the principles of teaching reading are as follows:

a. Exploit the reader's background knowledge

A reader background knowledge will influence the reader when comprehend the text. If students are reading on an unfamiliar topic, the teacher needs to begin the reading process by building up background knowledge. It means that the students experience or what they know about the reading passage will influence them in comprehending the text.

b. Build a strong vocabulary base

Vocabulary is very important in comprehending the reading passage. The more the reader knows the meaning of the word, the easier they will catch the meaning of the text.

c. Teach for comprehension

The teachers of reading demand their students to be able to comprehend the reading passage, but they do not teach them how to comprehend the text.

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d. Work on increasing reading rate

The effort of the teacher is very needed in this process. Teacher may not be impressed the students to read fast but also fluently. The teacher must work hard towards finding a balance between assisting students to improve their reading rate and develop reading comprehension skills.

e. Teach reading strategies

Strategies can be defined as stimulation. In teaching reading comprehension, teacher must use strategies in order to stimulate students to comprehend the reading passage. According to Nunan (2003:76), strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. It means that the use of strategies is very important in teaching reading in order to achieve the desired results.

f. Encourage readers to transform strategies into skill

According to Nunan (2003:77), the importance of distinction between strategies and skills are. Strategies can be defined as conscious actions that learners take to achieve certain goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

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g. Build assessment and evaluation into your teaching

In teaching reading comprehension, the teacher must assess their students' reading in order to measure about the ability of a student or the quality or success of a teaching reading. Assessment may be done by test, interview, questionnaire, observation, etc.

h. Strive for continuous improvement as a reading teacher

Teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. As a good teacher we should teach reading by using interesting strategies to make the students enjoy and understand about the material. Printed Mass Media Strategy is an interesting startegy for the students.

B. Relevant Research

According to M. Syafi'i (2013:94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. He also said that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. It means that there are some previous researchers who had conducted the researches before the writer conducted this research. In conducting the research, the researcher took some relevant researches that had been investigated by previous research.



The relevant researches which have relevancy to this research are:

First, Kartika Noor Aulia (2015) conducted a research entitled *The Effectiveness of Mass Media in Improving Students' Writing Skill in Spoof Text in the Second Grade of SMA Pembanguna III YPI Jakarta*. In her research, she found that there was a significant difference on students' writing skill after taught by using humor pictures from mass media, especially newspaper. The result showed that t test (t_0) = 10.8 was higher than t table (0.975) = 2.02 viewed from significance level 95% (0,05). Based on the result, it can be concluded that the use of mass media in improving students' writing skill in spoof text is effective.

Second, Nur Hikmah Laila (2009) conducted a research entitled *Improving Students' Reading Ability by Using Printed Mass Media in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year*. The research design used was action research. The researcher found that during the action, the students have shown their improvement such as they are able to comprehend the text well. From the reading comprehension test, the students pre-test mean score was 5.8, increasing to 6.5 in the first post-test and increasing again to 7.6 in the final post-test. So, it can be concluded that teaching reading by using texts from magazines can improve the students' reading ability.

C. Operational Concept

According to Syafi'i (2013:94), the operational concept is used to clarify the theories used in theoretical framework of this research. The

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variables investigated should be clearly and operationally defined into simple words. In hope, those variables can be easily measured and evaluated through the ways of treatments and assessment applied by the researcher.

To clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research consists of two variables; those are independent variable (X) and dependent variable (Y). Variable X refers to Printed Mass Media Strategy, and variable Y refers to Students' Reading Comprehension of Narrative Text at the Eleventh Grade of State Senior High School 1 Pasir Penyuh Indragiri Hulu Regency.

The indicators are operationally conceptualized as follows:

1. **Variable X** (the use of Printed Mass Media Strategy in teaching reading comprehension):
 - a. The teacher asks the students to make a group.
 - b. The teacher selects the story from printed mass media that will be interesting for the students.
 - c. The teacher asks the students to skim.
 - d. The teacher asks the students to explain in front of the class.
 - e. The teacher asks the students to find out the main idea with number them.
 - f. In each number, students write the main idea of the same number and exchange with a partner.
 - g. Partners read and write their main idea on another paper.
 - h. The teacher asks the students to compare the answers.



2. **Variable Y** (the indicators of reading comprehension of narrative text):
 - a. The students' ability to identify the main idea of narrative text.
 - b. The students' ability to find out the factual information of narrative text.
 - c. The students' ability to identify the generic structure of narrative text.
 - d. The students' ability to identify reference words of narrative text.
 - e. The students' ability to find the inferences of narrative text.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are taught by using Printed Mass Media Strategy will have better reading comprehension achievement. Furthermore, the better implementation of Printed Mass Media Strategy in reading subject is, the better students' reading comprehension of narrative text will be.

2. Hypothesis

H_0 : There is no a significant effect of using Printed Mass Media Strategy on students' reading comprehension of narrative text at the eleventh grade of State Senior High School 1 Pasir Penyuh Indragiri Hulu Regency.

H_a : There is a significant effect of using Printed Mass Media Strategy on students' reading comprehension of narrative text at the eleventh grade of State Senior High School 1 Pasir Penyuh Indragiri Hulu Regency.