

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the related literature concerning to the meaning of reading, narrative text, reading comprehension, HOTS (Higher Order Thinking Skills), Animation Videos and previous studies.

#### **A. READING**

Reading is one of skills in English that the students master and acquire for the success of their studies, because the reading cannot be separated in the teaching learning process. By reading students can gain the knowledge and information from all over the world without must around it. Before, discussing any further details about reading comprehension, it is essential to know exactly the meaning of reading. “Reading is the construction of meaning from a printed or written message (Richard: 1998), which the reader takes part in a conversation with the author through a text (Zare & Othman, 2013:2), to understand the text which means extracting the acquired information from it as efficiently as possible (Hill, 1998:58), and it is mostly done in any class, not only as a source of information, but also as a means to consolidating and extending idea and knowledge of language” (Rivers, 1981:261).

According to Alyousef (2005:2) stated that, reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). 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 or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Students may read a text for the following objectives (Rivers, 1981:265), those are:

- a. To get information for some purposes or curious about some topics.
- b. To get instructions on how to perform some tasks for our work or daily life (e.g. knowing how an appliance works).
- c. To act in a play (e.g. play a game like do a puzzle).
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspapers, magazines, or reports).
- g. For enjoyment or excitement.

The explanations above clearly states that reading is very important to students when they are want to understand meanings, ideas, knowledge, information, or only to express their hobbies. Reading is viewed considerably important because by reading students can enlarge and enrich their knowledge and experiences because most of information they need are served in written form. So, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information and new knowledge. Therefore in reading, comprehension is a

very essential thing because, without reading comprehension there would be no reading.

## **B. READING COMPREHENSION**

The essence of reading act is “*Reading Comprehension*” it becomes primary challenge in teaching and learning of reading skill. Reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment (Oakhill, 2015:1). Therefore, someone cannot get information or meanings of the text completely without comprehending the text itself. Comprehending means understanding the meaning or the point of a topic where it is do to get the meaning of something because, it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge (Dubin, Eskey and Grabe, 1986:6).

In relation to reading, “Reading comprehension is a complex intellectual process involving a number of abilities to understanding, evaluating and utilizing of information and idea gained through the interaction between the reader and the author” (Rubin, 1997:91). Therefore, it can be concluded that “Reading Comprehension is a readers’ ability in understanding, evaluating, and utilizing the text to find information accordance with the readers’ purpose. In order to find the information, readers should be able to find the writers’ ideas whether it is explicitly or implicitly stated in the text. To comprehend and get the maximal benefit from reading the readers should be

understand the approaches in reading. In here there are three approaches in the reading process (David, 2000:34) those are:

**a. The top-down processing**

This approach is used when the reader interpret their assumptions and draw inferences. In this approach, the readers bring prior knowledge and experiences to the text and then they continue on read as long as the texts confirm their expectation. This top - down process can be explained as follows:

1. The reader looks at a passage or a text.
2. Then he/she guesses or predicts what the text will be about (based on their background and experience of the topic) after reading the title, the headings and sub headings.
3. After that, the reader continues to read the text seeking confirmation about the topic. So, the readers fit the text into knowledge and experiences they already got. In top-down process, the readers use background knowledge, make prediction, and search text to confirm or reject the predictions that are made.
4. Finally, in the readers begin with the largest element, use background knowledge, and put words down towards smallest units to build comprehension of what is being read.

**b. The bottom-up processing**

In this approach, the readers read the words, and sentences and looks at the organization of the text (without relating it to experience or prior

knowledge) in order to construct meaning from what was written in the text. This bottom – up process can be explained as follows:

1. The reader extract propositions from the text. This is where the reader chunks the sentences into constituents and constructs the proposition from there.
2. The reader reads all of the words in a phrase, or a sentence before being able to understand.

Therefore, the bottom-up model typically consists of lower level of reading process. The reader begins with the smallest units and builds up to comprehension of what is being read.

### **c. The interactive processing**

This approach is built on the combination of the bottom-up and top-down models. The efficient and effective reading requires both top and bottom decoding in which this model fill the gap between two models since it emphasizes both letters and background knowledge. The process of constructing meaning from the print of the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive model. The readers, for example may use top-down reading to compensate for deficiencies in bottom-up reading.

Sometimes, the students cannot comprehend the text effectively because in reading comprehend is not easy. According to Snow

(2002:11) stated that there are many factors that influence reading comprehension, are:

**a. The reader**

The reader brings his or her cognitive abilities in comprehending text e.g. lack of vocabularies, motivation from their self, experiences, reading habit, and negative expectation where they have feeling that they are not going to understand the passage because it is sound to be too difficult and they will be frustrating and de-motivating.

**b. The text**

The text sometimes use difficult language, inappropriate topic, unfamiliar genre that make the reader difficult to understand comprehend the text easily. So, it will not interest to learn by the students.

**c. The activity**

The activity make boring, because in teaching reading comprehension the teacher only use familiar method, technique, or media and the teacher only ask the students to read the text without making sure that they comprehend it or not.

It can be concluded that in teaching reading comprehension has three factors influencing its success.

### **C. NARRATIVE TEXT**

According to Anderson (2003: 8) Narrative is text that talked about story that shows the readers or listeners. The focus of narrative text is to

comprehend the purpose of text, the language features and the content of narrative text. The purpose of narrative text is to teach what they should learn about life. The language features are related to tense, vocabulary, adverb, and conjunction. The content of narrative text is related to orientation, complication, resolution, and coda.

Husein and Pulungan (2017:1) stated that the social function of narrative genre is to tell a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with a solution, either with a happy or sad ending.

It means that narrative text purpose to tell the story. The story tells many events. The events are found because there is something wrong from the story. The wrong side called as climax in the story. It is the top side of story. All problems from many actors gather in that side. It needs the solution to solve the problems. The solution can be happy or sad ending.

Husein and Pulungan (2017:1) Society is dynamic in the sense that the society is faced to evolution where things happen and the happenings become the causes to the next events and so forth. The events attract attentions of human beings as members of the society. As a way of preserving the events, human beings record them either in oral or written mode and stage them in stories called narratives. The narratives are passed

on from persons to other persons, from one generation to other generations and from one time to another.

In narrative text, the things happen and became the causes to the next events are in the society. The society is human beings who attract the events. The human beings attract the oral or written mode in stories that called as narrative. All things of narrative text are passed; they are persons, generation, and time.

Consequently, there have been, are and will be stories or narratives in the society. As the stories form in the society, they reflect socio-cultural heritages. The value of narratives is that they indicate views, attitudes or aspirations of the society. In this way, narrative is regarded as the preservation of culture. Thus, they prevail, remain and maintained in the society Husein and Pulungan (2017:1).

#### **a. Generic Structure**

The generic structure of narrative is abstract, orientation, evaluation, complication, resolution, and coda.

Husein and Pulungan (2017:1) the stage of **Abstract** serves as a short introductory remark to the story. Commonly the stage is indicated by the narrator in expression such as I have an interesting story, this is a special event in my life, I have an unforgettable experience in my life, and this is what happened last week.



In abstract, there is a stage that serve short introductory related to the story. This stage tells the expression of narrator. The expression of narrator like interesting story, special moment, unforgettable experience, and the moment that happened last week.

Husein and Pulungan (2017:1) the stage of **Orientation** tells 'who is who and where'. This is to say that the stage specifies who takes part in the story. The participants may be human or non-human beings, such as animals and things. The stage also indicates the location, namely the place where the story takes place and the time when the story happens. In other words, the stage of Orientation specifies the Participants and Circumstance of Location covering spatial and temporal locations.

In narrative text, orientation has a stage that tells about the actors and the location. The location tells the time and place where the story takes place. The actors tell about the characters in the story. So, the orientation focuses on the participants and circumstance of spatial and temporal locations. The next stage is evaluation that explain the weakness and important of the story. The complication tells about the climax of story. This stage explains about the top problem of story that all problem gather in this stage. The last stage is resolution that tells the problem solving of the story.

According to Husein and Pulungan (2017:1) **Evaluation** stage, the narrator shows his/her judgments or comments of the events of the whole story. The evaluation stage may occur once, twice, three times or reiterated

in unlimited times. This is indicated by numbers, such as 1, 2, 3, 4, etc. The stage is optional and it may occur at any time before or after one stage. The stage of *Complication* treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense. And the *Resolution* stage explains efforts taken to solve the problem.

#### **b. Types of Narrative**

Husein and Pulungan (2017:1) as a story of experience in which something goes wrong and a solution is given at the Resolution stage, the narrative is specified in terms of point of view and projection. The point of view refers to the narrator, namely from which side of the narrator is the narrative or story realized. With reference to the criterion of viewpoint, a narrative of the first person, in which the narrator also takes part in the story and the third person, in which the narrator does not take part in the story. A narrative realized in the view of the first person starts with the narrator in the first person I or we and the related forms, such as me, mine, us, our, and ours. Obviously, such a narrative indicates that the narrator is involved in the story. Normally, the first person narrative has a limited view since the narrator cannot be everywhere in the story. A narrative with the view of the third person begins with the third person pronouns s/he or they and the related forms such as him, his, her, hers, them, their and theirs. In this perspective, the narrator is not involved in the story. However, the narrator can be wherever in the story. The narrator can detail every character and

situation in the story. The third person narrative may also begin with a proper noun or name of the person as indicated.

Husein and Pulungan (2017:1) projection refers to quoting or reporting of a source. In formal grammar projection is known as the direct or reported speech. The clause complex Johan said, "I will speak to the police officer", is a projection of parataxis or paratactic kind. The clause complex of Johan said (that) he would speak to the manager is a report. A story is potentially loaded with projections. This particularly occurs when the narrator, in telling the story, quotes directly or reports indirectly expressions of the participants or characters taking parts in the story. The quotation contains wordings whereas the report conveys meanings. The criteria of viewpoint and projection are intersected in system network.

#### **D. HOTS (HIGHER ORDER THINKING SKILLS)**

"Higher Order Thinking Skill" (HOTS) or high-level thinking skills are divided into four groups, namely problem solving, making decisions, critical thinking and creative thinking (Presseisen in Costa, 1985). In the formation of conceptual systems IPA high-level thinking processes that are commonly used are critical thinking. Critical thinking skills are very necessary at the time of the development of science and technology today, because at this time in addition to the results of science and technology that can be enjoyed, it turns out there are some impacts that create problems for humans and their environment. Educational researchers explain that critical thinking learning is not as direct as learning about matter, but learning how

to link critical thinking effectively in itself (Beyer in Costa, 1985). It means that each critical thinking skill in its use to solve problems is related to one another.

Indicators of critical thinking skills are divided into five groups (Ennis in Costa, 1985), namely; provide simple explanations, build basic skills, conclude, make further explanations and set strategies and tactics. Skills in these five critical thinking groups are detailed as follows: a). providing a simple explanation consists of skills to focus questions, analyze arguments, ask questions and answer questions. b). Building basic accountability consists of adjusting to the source, observing and reporting the results of observations. c). the conclusions consist of skills to consider conclusions, make generalizations and carry out evaluations. d). Make further explanations for example interpreting terms and making definitions. e). Managing strategies and tactics for example determining an action and interacting with others and communicating. Students' critical thinking skills can be trained, among others, by giving problems in the form of varied questions. There are various concepts and examples of thinking skills developed by education experts.

According to Zaini (2015) High-level thinking skills are students' thinking patterns by relying on the ability to analyze, evaluate, and create all aspects and problems. According to higher-order thinking is a thinking skill that combines the backgrounds of critical thinking and creative thinking. According to Uno (2012), the issue of HOTS has four indicators, namely: 1.

Problem solving or the process of finding problems and how to solve problems based on real information, so conclusions can be drawn. 2. Decision making skills, namely a person's skills in solving problems through gathering information to then choose the best decision in solving problems. 3. Critical thinking skills are efforts to find accurate information that is used as it should be on a problem 4. Skills of creative thinking and meaning generate lots of ideas in producing new innovations to solve the problems.

#### E. ANIMATION VIDEOS

Ainsworth (2008: 1) states that animation is a dynamic presentation that shows the processes that change over time. While according to Heinich, Molenda, & Russel (1982: 193) Animation is technique to make film that gives motion to otherwise inanimate objects. The main advantages of using animation videos could make the learners understand about the complex ideas easily (Ainsworth, 2008: 2). Moreover, Oddone (2011: 1) states the advantages of using videos in the language classroom are providing instance of authentic language and can be fully exploited with the teacher's control, giving access to things, places, people's behavior, and events, proving to be particularly motivating as people find interesting real things.