

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Definition of Reading

Reading is deed includes dynamic reasoning all through the most common way of drawing in with the text. Many people must work hard to succeed in it. The students can read, but only a few of them understand what the importance of the text. It is not simply connected with understood it, but it is related what the reason for the text. Reading is the method involved with recieving and dechipering data through papers (Grabe, 2009). Thus, reading is a action acquires data or information from various sources.

Reading is a process of evaluating in which the reader must determine whether the information is coherent and appropriate for the purpose of reading. Motivation and the ability to read are only two aspects of a complex series of factors contributing to the habit of reading (Nurhayati, 2014:179). Children's reading habits should be instilled in them from an early age. It is preferable over pick positive understanding material, for example, age to assist them with develops their thinking abilities. Thus, reading can prepare our insight and work on our insight.

Reading is a form of non verbal communication (Nurhayati, 2018:34). It implies that reading is effectively occupied with the most common way of understanding a passage. It isn't course in recalling; however a course of knee-deep. Reading include mindful, excited reading of the passage. On the off chance that we can be patient while reading, it will decidedly affect our lives. Even if we do not travel around the world, we can learn a lot by reading. We can grip the world in our minds bit by bit. Thus, who is learned, genuine consistently as dynamic read.

Reading is a movement that includes the eyes and brain. The message is received by the eyes and the brain, then determine the significance. It implies that readers will concentrate on what they are reading all together to get the context. Moreillon (2007) declare reading is the most common way of getting context from data. That is possible to conclude that the readers will engage in a activity in order to obtain data and from the fitting setting of the reader in message.

In view of the reviewing theories of reading definitions, the researcher decide that reading is a movement of active thinking that includes cognitive act in a course of developing the context of the passage.

B. Definition of Reading Comprehension

Comprehension is made through communications among text and reader (Harris and Hodges (2008). Reading, according to Cahyono (2011), is a strategy of transmitting data or information by the writer and reader. Reading is the action involved with constructing content from a printed or written message. Comprehension is the process of directly observing phenomena such as reading, looking at a sign, drawing a cartoon, listening to a teacher, having a discussion, or watching a movie to generate meaning from various sources.

Reading comprehension is the result a complicated interplay of strategic that implements to form a characterized of the passage (Broek, 2012). Reading comprehension is not a competence that can be learned in a single step. It is a difficult process for teachers to teach because it is complex. Comprehension is actions that include imagine, instruction, previous experiences, and learning.

Reading comprehension is an objective of figuring out how to read, and it necessitates all that comes related a familiar interpreting abilities

(Diane, 2004). Reading comprehension is reasonable information that the reader develops and removes from text. Reading comprehension focuses on growing theoretical information about the comprehending a passage. Thus, reading comprehension is conceptually applied a text comprehension.

In view of reviewing theories of reading comprehension, the researcher can decide the reading comprehension is a capability to comprehend a passage in order to acquired data.

C. Aspect of Reading

Each student has their degree on one another in the reading passage. It is evident from students' capability to comprehend. There are some factors that can indicate whether or not a person's ability of reading is poor. Brown (2004) declared in his book appropriate some aspects of reading. Those are as follows:

1. Main Idea (topic)
2. Expression/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Specifics (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary in the context

Based on the reviewing of Brown (2004), reading should center around subject of the passage. Whenever students figure out where the subject of the passage is, students automatically understand the text.

D. Teaching Reading

Many procedures that the teacher implement in teaching reading. Mark (2004) stated about some typical procedures in teaching reading. They are:

1. Observe unraveling capability also fluncy concluded lingual reading of a choose entry in the passage that the students is presently reading;
2. Observe understanding concluded question and answer, retell, summing up;
3. Assisting to create reactions either basic, implemented.

Founded on riviewing theory of Mark (2004), preceding in teaching, the teachers need to see the students' capability. Next, the teacher can affirm whether studnets comprhend about the text. Then, the teacher can request that students retell or reach determinations about the text. Last, the teachers need to help students in creating positive reactions to message.

E. Kind of Reading

According Patel (2008) reading has four types. Those are:

1. Intensive reading is used to gain information. It is reffered as entry reading and ended become explicit data. It is typically deliberates in the class. The goal is to interpret limited texts.
2. Extensive reading is contentment. It just not the construction of the text or specific information. It simply feels better to read the message. Then, generally occurs beyond the class. For instance, the students need to interpret and does not being instructed. The goal is simply entertained according to the message.
3. Aloud reading is a view of the way to express the words. This implies that this technique is connected with the talking. Thus, the teacher

should be an extraordinary pronouncing still the students' articulate is better.

4. Silent reading is a propensity therefore students can read without making any discernible whispers. It implies that it zeroed in more on reading the text. acquiring data from the text ought to be more straightforward.

In view of the reviewing theory of Patel and Jain (2008), in this research the researcher used Intensive reading type, by reason it was applicable of the impact utilizing flipped classroom.

F. Concept of Text

A piece of composed or spoken material in its original structure is a text (rather than a reword or synopsis). A text is any stretch of language that can be perceived in setting. It basically as 1-2 words (for example, a good people) complicated as a book. A message can be characterized as any succession of sentences that have a place together. The concept of the text is not consistent (Richard, 2019). It is constantly evolving as technologies for publishing and disseminating texts evolve. Text was traditionally introduced as printed matter in bound volumes like leaflets or book. Now, people are bound to experience texts in computerized space, where materials are turning out to be more liquid.

A text is a type of language that has been handled and comprehended. A message can be any event that generates interpretation, such as a book, a film, etc (Peter and Megan, 2005). It implies that it has object to do. It tends to be an aftereffect of printed or general media. It implies that it can engage and inform. It is a form of language art that is printed or audio-visual.

Text is delivered and deciphered between two individuals in specific setting, since humans use language to speak with others. It can also be as a medium of correspondence (Lihong, 2012). Correspondence with a text arouses individual's inclination. Communication with a text encourages people to be more self-active than they would be if they meet directly. It assist someone with an introvert personality in expressing their feelings to others. Thus, it is a language tool used to communicate with others.

In view of reviewing theories of texts, the researcher decided that text is a type of language and it is a more significant differently the sentence to speak with one another.

G. Definition of Narrative Text

A narrative text is a text that caused relevant with a sequence of chronologically events (Rebecca, 2010). Futhermore, Wulandari (2013) describe that the goal of narrative text is to amuse while containing code of ethics within the passage. The structural organizations are orientation, complication, and resolution. Narrative text also has conjunction direct and indirect speech.

A narrative text is text that events of the story is describing and establishes (casual) relationship (Andrew and Nicholas, 2004). It contains occasions in a period succession in which the characters interface in different contentions that happen. There are three components that should be related to another: events, mergence of characters, and conflict or problem. It was the result from imagination of the writer. It typically begins with the presentation of an issue in a story and ends with a answer. Narrative is an assortment of accosions that experience troubles until it become a story.

Based on the reviewing theory, a narrative text is shaped by the creative mind of creator from the location of occasions toward the start, center, and end.

H. Definition of Flipped Classroom

Flipped is a version of classroom involves a recording as subject of the reading, and it given before the students learn at classroom (Bergman, 2010). The teacher give the students material in the form of recording at night before the students learn it at class. The recording is talked about in class collectively. If a student has any questions about the content or topic, the students can ask the teacher.

Flipped classroom is a teaching model that centered in technology, the students should approach a computer (or comparable gadget) and the internet at home in requests to watch the recordings (Lynne, 2016). This model teaches students though technology and video. It is critical for the teacher to select material that is suitable for the students. The video should be great, fascinating and obviously getting the material. Thus, it is teaching model that depends on technology.

Online media is important part of Education (Nurhayati, 2020:269). Flipped classroom is a method that plans to increase the efficiency of examples by moving information to students through recordings and vodcast, as well as conversations during the session. Teaching reading with this model requires the use of video as a medium. The students can talk in bunch. The objective is to spend as little energy as possible in the classroom. Students are getting data from the teacher, yet in addition learn it at home. Subsequently, the flipped classroom is viewed as the most fitting technique for reviewing text to survey students' comprehension.

In view of the reviewing theories, the flipped classroom is class models that can assist students grasp the passage by showing a recording before student read it to guarantee students comprehension of the reading material.

I. Procedure in Flipped Classroom

According to Bergman (2012) there are five procedures of teaching reading by used flipped classroom, those are:

1. Teacher must give material in the form of recording at night to students before the students learn it at class
2. The teacher begins some questions and the students answer it
3. The teacher explains any mistaken assumptions
4. Then, take any extra inquiries and the students were given a text by the teacher and the students analyzed it with their group
5. The students finished and continued with their tasks, while the teacher assisted students with their questions.

Based on the reviewing theory of Bergman and Sams (2012), the reseacher concluded that the systems are delivering a recording as a reading material before the class. Then, ask to students to identify that students realized the material of the recording. Next, the teacher presents a text that is connected with the recording material. Last, the teacher asks students to complete an assignment, than the teacher attempted to ensure that students understood.

J. Teaching Reading Narrative Text Using Flipped Classroom

A narrative text is a series of occasions that expresses similar learner a relaxed or another weighty connection (Smith, 2003). Narrative

text tells occasions that have causes. Accordingly, a text expects to engage reader by sequencing occasions.

In the class model of flipped classroom, the researcher gives a video the students about narrative text and the students must comprehend it in home. Before read the text, asked some questions to determine that the students were familiar with the material that will discuss. After that, the researcher requests them to realize the material. Then break the students in some groups. Next, the students should write what they know of text to discuss by groups, such as the supporting ideas, and difficult or unknown words that the students do not perceive. Finally, the students answer some questions individually.

K. Riview of Related Literature

A several study about this topic of the research has been conducted by some researchers. The first previous study is from Shimamoto (2012) entitled "*Implementing a Flipped Classroom: An Instructional Module*". The researcher used mix-method of this research. The sample of this research consists of teachers in grade 7 through 12 at a private, college preparatory institution in Honolulu. The researcher used pre- and post-test and a retrospective survey to determine the effectiveness of the instructional module. The researcher used quantitative assessments used Likert scale to assess the impact of the module on the participants' technical proficiency as well as understanding of the conceptual and pedagogical processes. Open-ended surveys provided qualitative data to determine the modul's impact on the felling and attitudes. The result of this study was flipped classroom can possibly cause a huge change in educating technique. With the assistance of innovation, a teacher can give an answer for customary showing strategies by executing joined learning techniques.

The second previous study is from Roehl (2013) entitled “*The Flipped Classroom: An Opportunity to Engage Millennial Students through Active Learning Strategies*”. The findings of this study revealed that students in the flipped classroom were less satisfied with teaching format than students in the traditional classroom. Students in the flipped classroom took a long time to adjust their new class model. Some students were uncomfortable participating in group learning activities because they preferred working independently. Students were accustomed to the old method of completing assignments on their own, in their preferred setting. Skepticism greeted the radical change.

The third previous study is from Mok (2014) entitled “*Teaching Tip: The Flipped Classroom*”. In this study, the researcher decided to let students pair program during the classroom. This study found that students in an undergraduate IS course exposed to the flipped classroom enjoyed the experience, with a significant number believing it was an effective pedagogy. Students were more included and urged to be more involved and encouraged to be more capable and independent in their learning.

The fourth previous study is Egbert (2015) entitled “*Flipped Instruction in English Language Teacher Education: A Design-Based Study in a Complex, Open-Ended Learning Environment*”. The flip of an ESL teacher education course for mainstream teachers was investigated using a design-based research (DBR) approach in this study. This study focusing of the five members of the design team, seeks to fill several gaps in the literature: the lack of design specifics; data on the use of flipped instruction in teacher education; and the need for examination of flipped teacher education context. The result is after implementing a flipped classroom; students were more included and urged to be more involved and encouraged to be more capable and independent in their learning.

The fifth previous study is from Abdelrahman (2017) entitled “*Flipped Learning for ESL Writing in a Sudanese School*”. The sample of this research is 28 students in two groups. The researcher conducts an exploratory-implementation study to examine the effects of FL in a secondary one class of Sundanese students who have begun to learn basic ESL writing skills. The researcher uses pre- and post-test to determine students’ performance in the two groups. The result is students’ writing competence and satisfaction improved as a result of their inclusion and proportional activities with the created book of passage composing.