

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In scientific research, we must get answers to research problems through several scientific theories. Why is it so? Because research requires a theory related to the desired scientific topic.

This chapter focuses on two things: to describe theoretical about the variables in scientific research, whereby the more theories we get will make it easier for us to do research. In addition, this chapter discusses the theory of previous research findings.

A. READING

1. Definition Reading

Reading is important to the students. According to Patel and Jain (2008: 113), reading aside from being a source of information, reading also extends one's knowledge of the language. Reading is indispensable for a person in extending one's knowledge of foreign culture. So it can be concluded, reading is an important activity for someone to get a broad knowledge of the language.

According to Françoise Grellet (2010: 8), reading is an active skill. This skill always uses guesswork, prediction and self-questioning. Thus, some of the above is always used in making reading skill exercises. It is possible. For

example, to introduce questions that allows students to understand the text content of the title and ending of the previous paragraph.

According to Harmer (1980: 68), Reading is skill have many purpose for understanding students about English. It means that reading can make students to understand about the communicative and information. According David Nunan (1989:33), Reading is not an invariant skill, reading have many different types reading skill because in types reading skill have many purposes. In doing reading activities, the authors believe that have many goals. The goals are reading is very important to be learned.

Reading is one of English skill between listening, speaking, and writing. According to Nutal in Antony (2002:2), Reading is a process of interaction between the writer and reader. it shows that how reader will understand the meaning of the text with interaction from writer, the reader can be message and writer can get a sense.

According to Oka (1983:15) if reading viewed in terms of differences in scope, it can be distinguished 3 kinds of meaning to read; understanding the first is a narrow sense, namely the sense that regards reading. Reading is the primary key used in writing text. Smith (Ginting, 2005) reading is process building in writing text. According to Stauffer (Petty&Jensen; 1980) considers that reading, a mind in relation to the transmission channel or ideas. In addition, reading can be used to build a concept, develop, vocabulary, giving knowledge, adding personal

enrichment process, develop intellect, help understand and understand the problems of other.

2. Reading Components

The components of reading are very important to know for the students, according to King and Stanley (1989:330), there are five reading components:

a. Finding main idea

Main idea is the main topic that is being described in a paragraph. Main idea can find in the first, middle, or last paragraph. Main idea can help students to elaborate an understanding of paragraphs.

b. Finding factual information

Factual information requires students to understand more details about a text. This factual information is prepared for junior or senior high school students in the form of questions.

c. Guessing vocabulary in context

Guessing vocabulary in content means students are asked to raise their memories in guessing difficult vocabulary by often interpreting unfamiliar vocabulary as they read a text.

d. Reference

Reference word can be called repetition of words that have similarities, after which the student is able to repeat it. With this, students are able to understand the reading that is in the text. The word reference is very simple and often uses pronouns like her, him, it, and them and so on.

e. Inference

Understanding is the most important in reading comprehension whether is explicit messages from the text.

3. Kinds of Reading

According to Patel and Jain (2008:117), in reading there are 4 types:

a. Intensive Reading

Intensive reading is something language learning that should be accompanied by teachers. Intensive reading is a basic language learning which discusses the difficulty of language structure and increases the knowledge of vocabulary. Intensive reading is a learning that asks students to read text to increase their knowledge. The purpose of Intensive reading is to read short text for students to get information.

b. Extensive Reading

Extensive reading is language learning whose purpose is to give pleasure. Readers just want to read for pleasure without thinking about the meaning of the text. In this extensive reading, the students are more smoothly directly in reading the text.

c. Reading Aloud

Reading aloud is something that has an important role in learning English. In reading aloud, students are asked to read the text with the correct

pronunciation, pressure and intonation. This reading aloud training should be taught to the elementary level students as it is the beginning of saying the words.

d. Silent Reading

Silent reading is a very important skill in learning English. This skill is very important because with silent reading, students can read in the heart and they will have no trouble in reading.

4. Purpose of Reading

According to English Department, Language and Arts Faculty, HKBP Nommensen University, Medan North Sumatra, Indonesia (2015: 15), Reading has 4 purposes, there are:

➤ Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability; some researchers judge it as a cognitive process that is free. This goal often use in reading text for this type of reading ability. In reading to search, we usually summarize text in certain parts of words. In essence, this is a combination of strategies used to guess important information in the text, and then it uses basic reading comprehension skills to find general ideas.

➤ Reading to learn for texts

Reading for learning usually occurs in an academic context where someone must study the text as a whole. Reading for learning is usually a reading level rather slower than the reading level in general.

➤ Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

➤ Reading for general information

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

According to Education Department of South Australia (1993: 76), Reading has 4 purposes, there are:

- a. Reading to learn: this can be interpreted reading to learn to seek understanding of a text.
- b. Reading to do: this can be interpreted reading to do something or solve a problem in a text.

- c. Reading for pleasure: this can be interpreted reading to get a pleasure in a text.
- d. Critical reading: this can be interpreted reading used to direct to critical text and understand text, here text in the form of literary text.

5. Principles of Reading

Principle of the reading is very important thing in story that must be known by teacher to give to the students. According to Harmer (1998, 70), in reading there are 6 principles:

- a. Encourage students to read as often as much as possible

The principle of reading is that reading wants students to read better by using an extensive or intensive way.

- b. Students need to be engaged with what they are reading

The meaning of the principle is students read in an extensive way the students must enter into the text, so that they feel the pleasure of reading the text.

- c. Encourage students to respond to the content of a text

The intent of this principle is when students read they must be able to understand the text content not only focus on the text alone.

- d. Prediction is major factor in reading

This principle explains that students read in their own language, they often conclude the content of the text itself. In the classroom, the teacher should explain to the student to predict what happens in the text by looking at the cover or photographs in the book.

- e. Match the task to the topic when using intensive reading text

The intent of this principle is that students are asked to read the text according to their level or their understanding and the text they read should have a useful topic for them.

- f. Good teacher exploit reading text to the full

The intent of this principle is that the teacher is asked to explain the text by appealing to the students not to feel bored, and teachers use topics to discuss texts.

6. Teaching Reading

Pilgrim (in Santoso, 2010:12) states that teaching reading is controlling people with the material for learning. Some good readers are not necessarily have good reading skills. There are some ways how to teach reading more effective.

1. Develop Vocabulary Power

Knowing what words mean is very important in reading learning. So, you better develop the meaning of the word to the children first by asking the children to search for difficult words in the dictionary or the children underline words that are considered difficult and discussed with their classmates or their teacher.

2. Do not Proceed Without Understanding

A good rule in teaching reading to children that is if they do not understand not to continue. Every sentence must be understood before continuing to read so they feel free to ask about sentences they have not understood in the text they read.

3. Grasp the Heart of the Matter

Teach them to make reading simpler by knowing the underlying core of the problem in the text. That way, students can easily connect the sentences in the text.

4. Use Contextual Clues

One reading rule for teaching to students is to read in a detective way. Which they find out in detail every sentence in the text

B. Narrative Text

1. Definition of Narrative text

In the reading narrative text the student must be able to analyze the characteristic of narrative text. The characteristics involve: character, setting, plot and theme. Narrative text has many types; they can be imaginary, factual or combination between imaginary and factual. They may include; fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, legends, historical narratives, and personal experience.

According to Aris Munand, Narrative text is a story with complication events and it tries to find the resolutions to solve the problem. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

According to M. Anderson and Anderson (1998: 3), narrative text is a text that tells the text that is doing something. Many audiences are confused and look

for solutions to problems that occur in narrative text. The most important part in the narrative text is the narrative mode.

Narrative text of the fantasy story without us knowing the story is real or fantasy that tell in a story. According to Prasetya (2011: 32), Narrative text is a text that entertains the reader in different ways. The narrative also contains a conflicting event that in time will find a solution to the problem.

The purpose of narrative text is to entertain the readers. In addition to entertaining, this text can provide learning to them and also make them emotionally by reading it.

According to L. Spenser (2005), the generic structure of Narrative text:

1. Orientation

In orientation, the writer introduces characters in the story. In addition, the writer also explains when and where the story (it answers the question: who, when, what and where),

2. Complication

In complication, the writer tells the problems of the story and how the main characters solve them.

3. Resolution

In resolution, the writer shows the way of participant to solve the crisis is resolved, for better or worse.

4. Re – orientation

In Re-orientation, the writer tells the ending of the story. May be, happy ending or sad ending.

5. Evaluation

In Evaluation, the stepping back to evaluate the story or the moral message of the story.

The language features that are found in narrative text are:

- Use active verbs
- Use past tense
- Use conjunction (and, then, after, that, next, etc)
- The first person (I or We) or the third person (he, she, or they)
- Use specific nouns
- Use adjective and adverbs

The Kind of Narrative text:

- Legend: Sangkuriang, Malin Kundang, etc.
- Fable: Mouse deer and crocodile, etc.
- Fairy tale: Cinderella, Snow white, etc.
- Folktale
- Short story

2. The Component of Reading Narrative Text

There are some components in the narrative text:

- **Setting:** the setting is usually at the beginning of the story where the contents tell when and where the story happened.
- **Character:** character is the nature of each character in a story. That way, the character in each player is needed in a story.
- **Problem/Conflict:** conflict is a problem that occurs in every character in the story and as a focal point where this story focuses.
- **Events:** the attempts by the main character to resolve the problem or conflict.
- **Resolution/Conclusion:** the outcome of the attempts to resolve the problem or conflict.

C. Story Mapping Technique

1. Definition of Story Mapping Technique

In learning English, the teacher uses several techniques to measure students' reading skills. In this study, the researcher is used the Story Mapping Technique in which this technique is very simple, easily understood by students and it does not make students feel bored in reading the text. Besides that, Story Mapping Technique makes it easy for students to understand the components in the text such as settings, themes, etc.

Story Mapping consists of 2 words, namely story and mapping. According to Hornby in Oxford Advanced Learner's Dictionary (2003: 815) 'story' is a

description that tells of an event that aims to entertain people. While the map is an image in which the image helps us to know information about something very easily. Mapping can also be called a map of the information (Bigman & Becker, 2002:149).

From the explanation above, it can be concluded that Story Mapping is a graphic organizer representation in a story. “Finding important information in a story is an important thing that students learn to add students' reading skills “(Diane M. Hannay, 2015:21). According to Idol-Maestas and Croll (1985), Applying it according to the story mapping guide, so students are able to apply it to the story grammar elements (such as: setting, problem, goal, action) during the reading process.

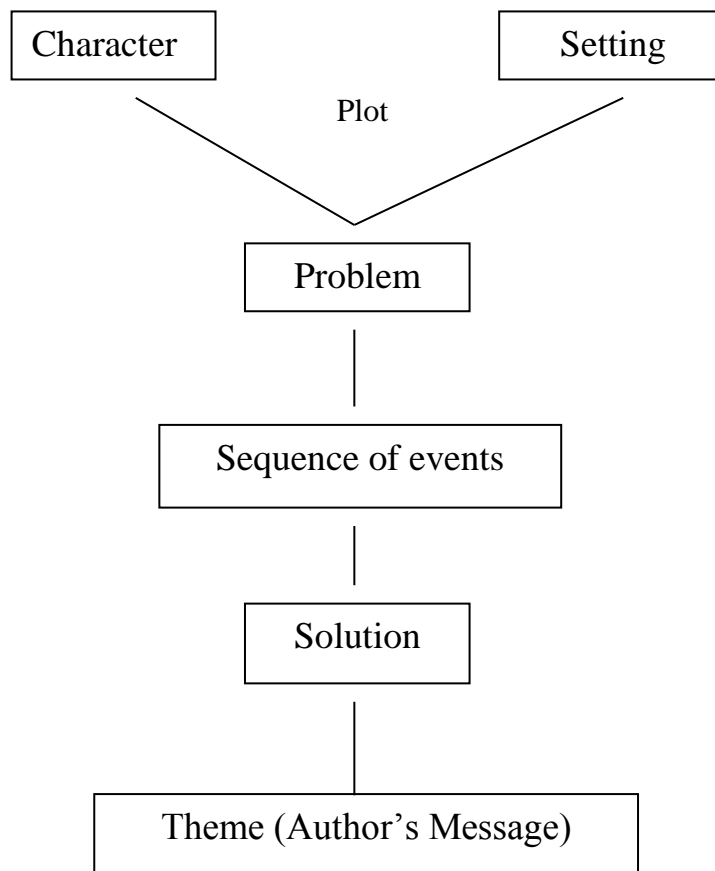
Story mapping can be done by all class students, students in groups or individual assignments. This strategy serves to make it easier for students to understand the various components of the story that the teacher provides. The use of story map as a skill strategy is very helpful for students in providing wider knowledge of a graphic organizer.

Moorhead (2003:1) states that Story Mapping is strategy used to improve children's reading comprehension of narrative story. Story mapping is graphic organizers used to identify the main elements of the story and categorize the main events in sequential. A Story Map presents a basic framework for understanding important elements found in narrative stories. It means by improving the students reading ability through teaching strategy such as story mapping, it is hoped that

finally students will be able to communicate in reading form as a medium to express their activity.

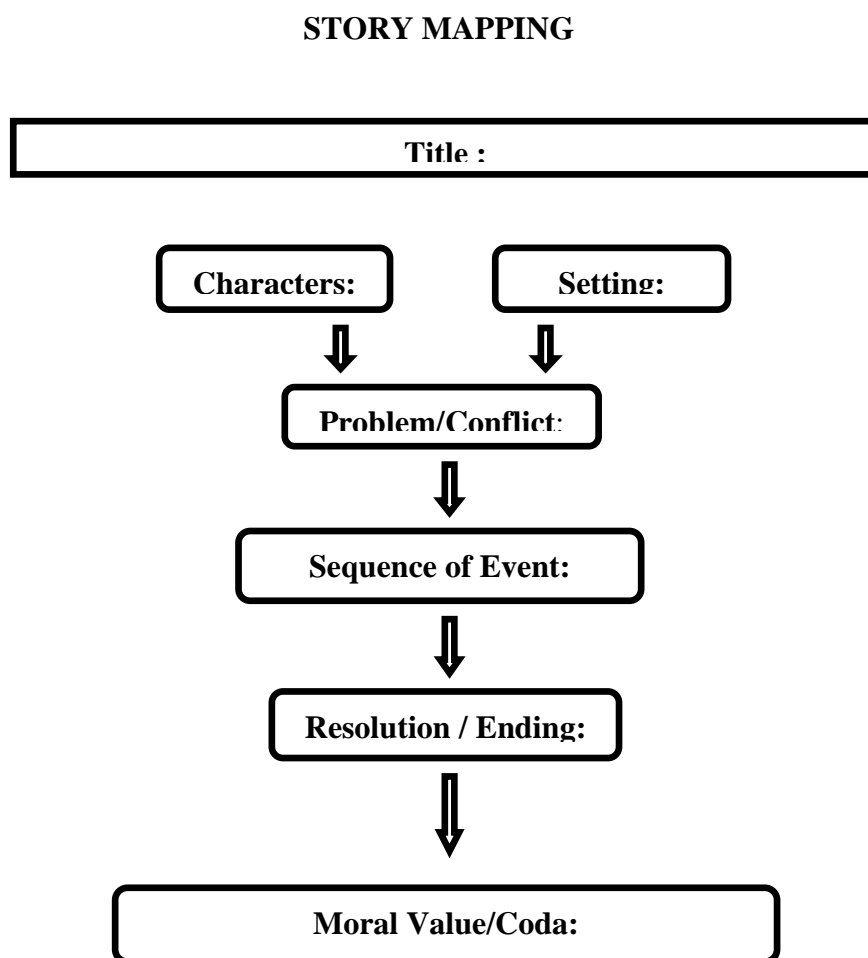
In story mapping, it has some figures, namely: Story Stars, Flower Diagram, Honeycomb Diagram, 5 Label Circle around a main oval, 5-W's Labeled Circle, 5-W's Chart Diagram, 5w+H Chart Diagram, Blank Story Mapping, Comprehension Questions. In this study, the researcher used Blank Story Mapping. There researcher chooses Blank Story because the graphics are easier. So, the students can draw graphics very easily.

Figure 2.1. Blank Story Mapping adapted from Renald (2001:1)



Story mapping is used by students of all ages, there are very simple text maps and graphics that are fun for elementary students. From the Blank Story Mapping adapted from Renald (see figure 2.1), here the researcher uses Blank Story Mapping.

Figure 2.2 Modified Story Mapping Renald's Graphic



2. How to Use Story Mapping

According to Buehl (2001:135) using the technique involves the following steps:

- Reinforce with students the key elements of a story

- Read to students a story that you have selected for each illustration of story structure,
- Model with the students how to use the organized information in the story maps to determine the author's theme.
- Demonstrated how significant question that can be asked about a story conform to the structure displayed in the story map.
- Have students use the Story Map to analyze a short story that they read independently.

3. Stages of Teaching Reading Narrative Text using Story Mapping

Using Story Mapping in teaching reading skill, there are some teaching steps that must be done by the teacher. According to Pamela (2004: 364) these are the steps:

Step 1:

The teacher introduces the concept of story mapping and benefits for students in increasing their reading skills. In addition, convincing them that story mapping gets a broader knowledge of narrative text.

Step 2:

The teacher explains the main components in story mapping by explaining the first story about the title, theme, characters and personality of the characters in the story, after that explains the plot and conflict of problems in the story and the solution. The teacher must explain clearly the above components. Then ask

students to understand the components above. After that, the teacher asks students to read the story and fill out the worksheet according to what the teacher explained.

Step 3:

If the student has difficulty in answering the question, the teacher should direct the student to re-read the story with a model so that the student can answer correctly.

Step 4:

The teacher asks students to read independently. After that, ask students to answer the questions given by the teacher about the stories that are read with several keywords. Then, the teacher assesses the student's answer, whether it is correct or not the answer is according to the question.

Step 5:

All students choose their own stories and work on their worksheets independently. Then, the teacher responds to their work and the teacher helps students who still need guidance in doing their work.

Step 6:

The teacher prepares several exercises for students to do because it can assess students' reading skills in understanding a story. This exercise is carried out individually to get daily scores.

D. Previous Studies

Previous Study was used to avoid similarities in research. In this study, the researcher concludes previous interrelated studies that are useful for showing authenticity and for avoiding plagiarism. Here, the author explains to readers to find out about previous studies. The point is the author asks the reader to understand the study that has the same topic from a previous study.

In addition, the researcher also went to the library to look for studies that have something to do with the research undertaken. The previous research was done by Kuku Prakusumasari (2015) contained "The Use Story Mapping Technique in Teaching Reading Skills at The Second Year of Muhammadiyah 6 Surakarta Middle School in 2014/2015 Academic Year". The result of the research shows that using Story Mapping can have a positive impact on the success of teaching reading skills in narrative text. Story Mapping strategy helps students understand the contents of narrative text easily. And also Story Mapping strategy helps them remember important components of reading narrative texts. This researcher uses descriptive research. Descriptive research is used to specify, delineate, or describe a phenomenon with original experimental without manipulating the phenomenon. In this study, Kuku Prakusumasari uses 2 methods in collecting data, namely: observation and interview, while in this study it is different. This time the researcher used pre-experimental design using quantitative approach with one group pre-test and post-test. But despite having differences in collecting data there are similarities in the current research or previous research, namely Story Mapping Strategy and Reading skill in the study.

The conclusion states that there is significant effectiveness of using story mapping on students of reading comprehension in narrative text at SMPN 1 SUMBERGEMPOL.

Based on the explanation above, it can be concluded that the present research and previous research using the same techniques, topics and results which mention that the Story Mapping Technique is very effective in improving students' reading skills, especially narrative text learning but there are differences in data collection because in previous studies using observation and interview to obtain the results / data collection while the present study only uses pre-experimental design in the form of pre-test and post-test to obtain the results / data collectio