CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is to review some relevant theories underlying this study. It consists of some literature such as the definition of reading, media, Google Sites, printed book, narrative text and previous study.

A. Reading

Reading is an essential ability for both learning and teaching; it is crucial for all English enthusiasts to master it. Many professionals have offered their interpretation of what reading actually entails. The subsequent justification will provide in-depth information on reading, including the definition of reading, micro and macro skills of reading, reading principles, and teaching reading.

1. Definition of Reading

Understanding and interpreting a text's meaning need the ability to read (Baliu & Machmud, 2017:219). Reading is a process of negotiating meaning, Brown (2004:189). Grellet (2009) argues that reading is an active skill. This entails making educated guesses, making predictions, checking and self-questioning According to Alyousef (2006:64), reading fosters automaticity since it is participatory activity between the reader and the text (fluency in reading). Their justification leads one to the conclusion that reading is a process for extracting meaning from a text. Additionally, Sloat, Beswick, and Willms (2007) state that reading is a crucial ability for kids to master in the early grades since it serves as the basis for learning in all academic disciplines during the course of a student's education. As a result, the pupils should be capable readers to support their academic endeavors.

Based on a variety of expert viewpoints, it can be said that reading is a talent that requires interaction in order to understand the meaning in order to extract information or ideas from a book. It may also be defined as an activity wherein the reader and the author, as represented by the writer's writings, engage in order to comprehend the information contained in written material. The reader and the text will engage in conversation. It will eventually come into contact with the readers' comprehension of the concept. It implies that reading involves more than just understanding what is written; it also entails attempting to understand the message and meaning that authors convey via reading media.

2. Macro and Micro Skills of Reading

There are two primary abilities in reading, refers to as macro skills and micro skills, according to Brown (2004: 187–188). The reader may comprehend things connect to graphs, orthographic patterns, and language cues with the use of micro skills. Readers must employ their discourse knowledge, the communicative purposes of written texts, their ability to infer, their scanning and skimming abilities, and macro skills.

The following micro skills as it is considered by (Brown, 2004: 187-188) are recognizing the diverse English graphemes and orthographic patterns, keeping in short-term memory language chunks of various lengths, digesting written material quickly and efficiently to identify the goals, comprehending the fundamental components of words and the significance of word order patterns, identifying grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), patterns, rules, and elliptical forms, realizing that different types of grammar can express the same meaning; and becoming familiar

with cohesive devices in written discourse and their role in indicating the relationship between and among clauses.

The following are the reading macro skills according to Brown (2004: 187-188). Those are understanding a written discourse's rhetorical structure and its importance to the process of reasoning, understanding the written text's communication function in light of its format and intention, providing implicit context by drawing on prior knowledge, establishing a link between various things (events, thoughts, etc.), drawing inferences from cause and effect, and analyzing connections between things (e.g., major ideas, supporting ideas, new information, information offered, generalizations, and instances), recognizing the difference between literal and implied meanings, recognizing specific cultural allusions and interpreting them in the context of relevant cultural frameworks, creating and applying a variety of reading methods, such as scanning and skimming quickly, looking for discourse markers, guessing word meanings based on context, and activating text-reasoning schemas.

3. Reading Principles

According to Harmer (1998:101), there are key reading principles, those are students should read often, students should engage with what they read, students must react to the text's topic, then a key aspect of reading is prediction, as well as when employing an intensive reading material, teachers must match the assignment to the topic. Additionally, effective teachers should request the students to read the texts in fullness.

Students must first read often. Students perform better academically the more they read. In order for students to learn more, teachers should instruct them

to read widely and intently. Students will succeed more if they have greater information.

The second is that students must engage with what they read. Students who are not engaged in reading materials may not reap the benefits. They will receive extra if the topic of the assignment interests them.

The third requirement is that students respond to the text's substance (and consider their feelings toward it) rather than merely focusing on its instructions. It is crucial to pay attention to the number of paragraphs in a document, as well as how frequently a relative clause is employed. Teachers must provide pupils the chance to respond to the text's message in a certain way since it is equally significant. It is crucial that they are able to communicate how they comprehend the subject.

The fourth point is that reading involves a lot of prediction. Students frequently have solid topic concepts before they really begin reading when they read the book in their native language. Students start to guess what will be read when they are given instructions, such as those found on the book cover, title, or word processing page. As a result, teachers must provide students "instructions" so they can anticipate what they will read. They'll read more effectively and actively as a result.

The fifth is that while employing an intensive reading material, teachers must match the assignment to the topic. After deciding on the material that the students will read, we must select a worthwhile reading assignment, the appropriate kind of questions, the challenging and worthwhile riddles, etc. By

posing uninteresting and improper questions, one may alter even the most fascinating literature.

Last but not least, competent teachers insist on comprehensive readings of the materials. Effective teachers incorporate reading materials into engaging class activities, use those readings as the basis for further discussion and homework, and employ language for both learning and engagement.

B. Teaching Reading

Reading helps students become more knowledgeable about studying a foreign language. The teachers are more concerned about teaching reading because of this. Because it involves more than just imparting knowledge from the instructor to the pupils, teaching is not a straightforward procedure. Numerous activities are available, particularly when teaching and learning are taking place in a classroom. Making kids excellent and efficient readers is the goal of teaching reading.

According to Cahyono et al. (2011: 65), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books. In this regard, the teaching of reading indicates process interactive models of reading. In reading class,the teacher have to decide what the purpose in reading will be done. If the purpose of reading that will be done is pleasure, the topic of reading text can be free,such as narrative text.

To increase students' reading abilities, teachers must first educate them to read written texts and to comprehend the knowledge or information contained

within them. Teachers assist students not just with communication but also with fluent English reading. According to Brown (2007:8), teaching includes directing and facilitating learning as well as enabling students to learn and creating the conditions for learning. Teachers may motivate their pupils to pay attention to their grammar, punctuation, and vocabulary. Reading materials may also be used by teachers to illustrate how to structure sentences, paragraphs, and entire texts.

Responsible teachers will encourage reading by selecting the right texts for reading assignments, planning classroom routines skillfully, encouraging students to read critically, and fostering a positive environment for reading practice. According to Harmer (2007:99), students' reading comprehension abilities may introduce an engaging subject, elicit conversation, inspire creative solutions, and deliver well-rounded, captivating teaching. Students' reading abilities might encourage them to comment and engage in discussion. This might add interest to the lecture.

C. Problems in Teaching and Learning Reading

As stated by Nasriandi (2021) that teaching English as a foreign language is not easy for several reasons. As we know that English is a foreign language, it certainly requires maximum effort in the teaching and learning process, especially during the current online learning period. For this reason, the process of selecting learning media is basically a very crucial thing. It must be done carefully so that it can be used and utilized properly and in turn will be able to improve the quality of learning.

The current learning model requires students to be able to learn independently. Therefore, the learning process during the pandemic requires

lecturers to be more interactive in choosing and implementing online learning media so that the material delivered is in accordance with learning outcomes. Online learning can be implemented using an internet-based interactive model and a Learning Management System. For example, by using the Google Sites, this study aims to implement the Google Sites as a learning platform in teaching English as a foreign language.

According to Ruso (2007), students dislike teachers who lecture most of the time in class. They lose motivation during lecture time because they dislike being passive in class. As a result, students have little say in the learning process. In the fact, the learning process of reading still has many problems. It's a method that doesn't involve students thinking, so they can't participate in the active reading process. However, it will be difficult to develop students' thinking processes if any learning is conducted solely through the communicative method, as students will only be visible and passive, and they will not be treated as a subject of learning but rather as an object of learning.

D. Media

The research discusses definition of media and functions of learning media.

1. Definition of Media

Media is one of the typical quides that is utilized to support students practice a foreign language successfully. Media is very useful to catch students' interest or attention. The teacher needs media to make teaching and learning process more interesting. By using media in teaching and learning process can

attract students' attention and to activate students' background knowledge about the topic of the lesson. Teaching media based on Arsyad (2009:4) a media that communicates information for learning or massages with an instructional aim.

Meanwhile, media learning is a component of delivery strategies that can be loaded with messages to students, media can be in the form of tools, people or materials. It means that learning media is a means used to convey information or learning materials to students.

2. Functions of Teaching Media

The value of using media in the classroom is that technology can be utilized to support students' learning and improve the effectiveness and efficiency of the teaching and learning process. The information is made more fascinating, concrete, and understandable through the use of media. In particular, Sudjana (2001:64) the function of teaching media in teaching and learning process as follws:

a. The using of media in teaching learning process is not addition funtion, but has own function as an aid to express effective teaching learning situation.

b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.

c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

The power of the media to focus a students' attention and boost learning can result in increased motivation to study, more direct interactions between

students and their surroundings, and the opportunity for students to pursue their own interests and learning styles, the constraints of space, time, and the senses can all be overcome by learning media.

In addition to facilitating direct connection with teachers, the community, and the environment, such as through field trips, museum visits, or outings to the zoo, instructional media can give children a common understanding of events occurring in their surroundings. Media can improve teaching and learning processes in accordance with student thinking levels. Human thinking progresses through many developmental phases are from concrete to abstract thinking and from simple to sophisticated. The use of tearning media is directly tied to the stages of thinking since it allows for the concretization of abstract concepts and the simplification of difficult ideas.

E. Google Sites

Google Sites is a product of Google as a tool for creating websites. One of the pages where you can create a website easily and for free is Google Sites. Google Sites is very easy to use, primarily to support learning by maximizing Google Docs, Slides, Sheets, Forms, Youtube, Calendar, etc. Google Sites is by inserting text, images, videos, or the desired files and adjusting their position to make them look neat and selected. Learning using the Google Sites provides many benefits for students and teachers, namely: learning becomes more attractive, students get teaching materials more easily and quickly, teachers have no difficulty in storing learning materials, so they are not easily lost, and teachers can give assignments through the Google Sites so that students can do it directly

(Azis, 2019). Google Sites allows users to combine various information in one place (including videos, presentations, attachments, text, and more) that can be shared according to user needs. The use of Google Sites is free of charge and can be utilized by all users who have a google account (Taufik et al. 2018).

When using the Google Sites (E-learning) makes students feel facilitated in the physics learning process and can help students in the learning process independently without a teacher (Lisnaeni & Salsabila 2021). In addition, learning media using Google Sites on Sound Wave material got an average media validation score of 50.50% and a material validation of 63.50%. The two average score results are included in the "appropriate" criteria (Ismawati et al. 2021). In other words, this media, according to the experts, is feasible to be used and tested on students.

F. Printed Book

Printed book is physically form of book. The use of printed books in education can also help students to improve learning outcomes and literacy skill. It plays an important role in the success of the educational process and its outcomes (Isfaeni, 2018). One of media in teaching and learning is book. Students' learning media is modules, printed book, etc. The use of book is to support students' learning activities (Supriyo, 2015).

The advantages of printed book are strong and durable, it can be read everywhere, it does not electricity, and it has value (e.g first edition, second edition, etc). Besides, it has disadvatages for the readers. It can not be read in the dark, it is heavy to carry and spend money to buy (Kisno, 2019).

G. Narrative Text

Narrative text is imaginative story usually presented in a chronological event that occurred. In addition, it emphasizes plot, theme, characters, events, etc. The purpose of narrative text is to entertain the readers (Rizqon, 2021). There many types of narrative text. The first is humor, it has purpose that makes the readers laugh when they read the story. The second is romance, it tells a pair of lovers face the difficulty until they are together. The third is fable, the characters in this story is the animals. The third is legend, the story tells about the origin of something that is exists, etc (Lubis, 2016). According to Anderson and Anderson cited in (Defrioka, 2014) there are five structures of narrative text that is orientation, complication, sequence of events, resolution and coda, the definition of Orientation is the characters are introduced and the situation (where or when the story happened including the taking place and the action is happening). While complication, the main character faced the problems. It sets off a chain of events that influences what is going to happen. First, sequence of events, the main character has complicated problems. The character reacts to the complication. Second, resolution is the problem is solved. In which, the characters finally sort out the complication. Third, coda is optional. It provides a comment or moral based on what is learned, and the value from the story.

1. Types of Narrative Text

   Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction,

romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up).

2. Generic Structure of Narrative Text

On the Narrative Text, its structure is as follows:

a. Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b. Complication or Problem

In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

➢ Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

➢ Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

➢ Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c. Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

d. Re-Orientation (Just for optional).

H. Previous Study

The finding of this study in line with a study conducted by Justriati (2021). She conducted a study on investigating the implementation of google site as a learning platform for teaching EFL during covid-19 pandemic. She investigated by using mixed-method to find the effectiveness of using Google Sites as learning platform in EFL learning. She found that by implementing Google Site as an E-learning Platform in EFL learning can increase students' ability in EFL learning.

This study is also similiar to Ratna's study (2020). She conducted a research to find out the effectiveness of using Google Clasroom in teaching reading for the 7th grade students of junior high school. She found that google classroom media gave a positive outcomes on the students' reading skills in the seventh grade students of MTsN. 4 Kediri.

This research is also similiar to Maghfiroh's study (2022), she conducted a study to find out the effectiveness of using E-book in learning reading. She investigated by using using Quasi-experimental. She found that E-book is

effective in learning reading comprehension for tenth grade students at SMK. Al-Ikhlas Tarokan.

Based on the several previous studies above, this research focuses on the use Google Sites in teaching reading on narrative text. Theoretically, using Google Sites can have fun in learning process by using technology. Google Sites is appropriate for students in reading skill. Students can actively participate in the learning process.