CHAPTER II

LITERATURE REVIEW

This chapter presents the review of literature and describes some theories. They are the definition of reading comprehension, kinds of reading, the importance of reading comprehension, the problem of teaching reading comprehension, teaching reading, animated video, teaching reading using animated video, text book, and previous studies.

A. Reading Comprehension

One of the key abilities that is crucial to the teaching and learning of foreign languages is reading. The act of reading involves interaction between the reader, the text, and the setting in which it is given. The reader is this article's most crucial element. The reader, not the author, determines the meaning of the work. What meaning the reader derives from the interaction text depends on their prior knowledge. However, because it establishes the goal or instructions for reading, context also plays a significant role in this situation. Reading objectives should build on the reader's prior knowledge and then connect it to what the reader needs to learn from the book.

Students who read not only learn some information but also improve their critical thinking skills and cognitive level by using what they have learned to comprehend the written text's material (Rama, 2019). Despite the value of reading in an academic setting, children frequently struggle to master reading content in a classroom setting. One of them is that they frequently struggle to comprehend

lengthy sentences. When presented with a book like that, most pupils become bored. Additionally, they might quickly become unmotivated or unaware due to boredom.

Reading comprehension is one of the language abilities that students should be able to acquire since it is crucial to the teaching and learning process (Munawaroh, 2019). connected to this concept. Reading has a significant role in the learning process. The role of humans collectively involved in societal control and exposure of such knowledge that individuals grasp letters has received more importance as a result of social movement, and this is one of the crucial parts of human activity. To comprehend the content being read, readers must work together with information, knowledge, experience, and emotions. Reading assist a person in developing the proper method of thinking and coming up with original ideas, as well as shaping their personality.

Reading comprehension is a process through which readers become aware of an idea (Mogea, 2023). Reading is not complete if the reader does not comprehend what the writer has written. Reading comprehension is an active thinking process that involves comprehending vocabulary, recognizing connections between works, and organizing ideas, supported by prior experiments that have been done by readers.

Reading comprehension is a person's ability to capture information or ideas conveyed by the author through reading so that he can interpret the ideas found, both the explicit and implied meanings of the text. In order to comprehend the primary concept, crucial details, and overall significance of a text, reading comprehension abilities are required. Therefore, it's important to have a strong

vocabulary as well as a fundamental grasp of writing structures like sentences, paragraphs, and grammar in order to comprehend reading comprehension.

One of the pillars of reading activities is reading comprehension, which is dependent on the other two process factors. It is both the most difficult and the most significant at the same time (Aripovna, 2020). Reading comprehension be defined as the process of comprehending what you have read. It should not be viewed as something that is merely easy to teach, understand, or put into practice. Reading comprehension is the deliberate, active, and participatory act of reading a specific piece of text while it is still happening.

B. The Types of Reading

Acoording to Patel (2008:117) says that are many types of reading. These explained as follows : Intensive reading is an activity that is carried out carefully and thoroughly on the text that is read. Reading will provide a foundation for vocabulary growth and idiom understanding, as well as an explanation of structural challenges. Additionally, this will offer content for improving language control in voice and writing. Reading a text or a section of it is considered intensive reading. Students who are reading this are doing it to learn or to analyze. Reading shorter texts is the goal of this reading. To obtain precise information, this reading is being done. Students study books to learn new information.

1. Extensive Reading

Extensive reading is a technique used to get a general understanding of a subject and includes reading longer discourse texts for pleasure. The readers are interested in something. After reading, readers are not interested in particular or crucial information. People often read to stay up to date.

2. Aloud Reading

Aloud reading is basic form of classroom disciplines and organization. In reading aloud, the students are confronted with written sentences that haven never been spoken before. The purpose of reading aloud is an ability or achievement of better speaking and pronunciation of Reading aloud is the basic technique of the class structure and system. Students are introduced to writing phrases that have never been uttered by reading aloud. The goal of reading aloud is for students to improve their voice and pronunciation skills.

3. Silent Reading

Silent reading is a silent reading technique which is a very important skill in teaching English. Students' reading abilities are often improved by this reading. Reading aloud while gathering a lot of knowledge. When kids can read without trouble, the instructor must make them read gently. Students who develop this practice may read aloud without being distracted by background noise.

Acoording to Brown (2003:186) says that each type of genre of written text has a set of rules that regulate individually. A reader must anticipate these rules in order to process the meaning of the text efficiently. With so many genres having their own characteristics for each letter, in processing text it requires creativity from the reader. The reading genres are:

a. Academic reading

Academic reading is reading text related to the world of education. This type of reading usually consists of formal readings such as theses, papers, dictionaries, newspapers, etc.

b. Job Related Reading

Job-related reading is reading text related to job work. This type of reading is used in the world of work. Such as email, financial documents, agendas, announcements, etc.

c. Personal Reading

Personal reading is reading text related to privacy. This type of reading is usually used for private functions. such as novels, short stories, personal documents, medical reports, and greeting cards.

C. The Important of Reading

Reading is important because reading is a function in the life of an educated people. Reading is an important activity, and every aspect of life involves reading. As in road signs that direct someone to a certain destination and inform the driver about danger, and also as a warning in traffic rules. Not only that, reading can also be fun in that, by reading, someone can relax their soul by immersing themselves in a story and getting information about interests and hobbies as a spare time filler (Roe, 2019).

Reading is an activity that needs to be understood by readers to understand the meaning of a text. The important of reading is to construct meaning. For some people, reading is a very simple thing (Zwiers, 2010). According him, reading is the process of looking at letters to make sounds in forming words before assembling a sentence from which they will understand a meaning.

The importance of reading is indicated by the placement of reading as a subject in schools and also in the educational curriculum. Reading is important in context for self-development, personal branding, skill development, education in

schools, and national development. People who like to read are one of the main assets of national development (Rintaningrum, 2019).

Reading is important because it is a process that is carried out to get messages and information. Not only that, reading is also useful in understanding the information contained in the text. So that from this, the reader can gain information and knowledge, be calm mentally, reduce stress, increase the vocabulary of a language, and also increase their insight.

D. The Purpose of Reading

The purpose of reading is to get information from something you read, and you do this by understanding what you read. According to Broughton (1978 in Fatmasari, et al., 2018), reading in detail means trying to understand a text and the punctuation marks in it better. This is about seeing how letters and punctuation marks work in sentences and how the way a word looks is related to what it means. In reading activities, a reader should try to gain a deeper understanding of the text, relate elements of written language, and describe the relationship between the form used in writing and the message or meaning that helps in understanding and interpreting the text better.

The main purpose of reading is to seek and acquire information while understanding the message conveyed by the author, where meaning and significance are closely related to the reading goals. According to Tarigan (2008 in Pamuji, 2017), the purposes of reading can be divided into several aspects: (1) Reading to obtain details or facts. (2) Reading to grasp the main ideas. (3) Reading to understand how a story or piece of information is organized. (4) Reading to draw conclusions or inferences. (5) Reading to categorize or classify information. (6)

Reading to evaluate the content of the reading. (7) Reading to compare or highlight differences between various things. The purpose of reading is to search for information while comprehending the author's message. Meaning and significance in reading are closely tied to one's reading objectives. By having an understanding of these reading purpose the readers can be more effective and efficient in processing information from various types of texts.

E. Teaching Reading

Teaching is the act of demonstrating how to learn, assisting, directing, and leading learning, as well as transmitting knowledge and understanding as well as new information. Thus, actions that assist students in achieving their reading objectives through guidance, direction, and the provision of information on how to read deeply can be characterized as teaching reading (Brown, 2001).

Teaching is not an easy profession, but it should be noted that this is very useful when teachers see the progress of their students and know that teachers help make their students happy in reading. A teacher assists his students in achieving their achievements and also motivates their students in reading and also makes appropriate assignments for their students and organizes effective classes to encourage them to read critically, and creates an atmosphere in learning to read in class. And the teacher decides what to do in teaching reading (Harmer, 2007).

Teaching is the process of conveying or transferring knowledge from a teacher to students, in which a teacher must also organize or manage the environment in the classroom. Reading is an activity to spell a word, which is a reader can get information or other important things. Teaching reading is an activity to encourage and motivate students to read by a teacher, which will be useful for

students in the future. Because in everyday life we can get all the things we need from reading, including information, insight, and entertainment.

F. Micro and Macro Skills for Teaching Reading Comprehension

In reading there are abilities that must be mastered and understood, these abilities are referred to as micro skills and macro skills. According to Brown (2004), micro-skills in reading comprehension are as the following: Microskills (1) Differentiate between the characteristic English graphemes and orthographic patterns, (2) Keep in short-term memory linguistic chunks of various durations, (3) Write quickly and effectively to accomplish the task, (4) Recognize a core of words and analyze word order patterns to understand their meaning, (5) Identify grammatical word classes (nouns, verbs, etc.) and systems (such as patterns, guidelines, and elliptical forms), verb tense, agreement, and pluralization, (6) Be aware that many grammatical forms might convey the same concept, (7) Recognize coherent elements in written discourse and their function in indicating how sentences relate to one another.

Meanwhile macroskills in reading comprehension are as the following: (1) Recognize written discourse's rhetorical structures and the importance of these elements for interpretation. (2) Recognize the forms and purposes-based communication functions of written texts. (3) Use previous information to infer implicit context. (4) Use events, concepts, etc. that have been presented to infer relationships between them, determine causes and consequences, and identify connections between things like the primary idea, a supporting thought, new knowledge, provided information, generalization, and exemplification. (5) Differentiate between implicit and actual meanings. (6) Recognize references that

are culturally distinctive and interpret them in light of the relevant cultural schemata. (7) Create a toolkit of reading techniques that you can utilize, such as scanning and skimming, spotting discourse markers, inferring word meanings from context, and activating schemata for text interpretation.

G. Media

1. Definition of Media

Media is one of the typical tools that has been widely used by educators to help their students practice foreign languages successfully. Media is very useful for attracting students' interest or attention. Teachers even need media to make the teaching and learning process more interesting. The use of media in the teaching and learning process can attract students' interest and attention and activate students' background knowledge about the lesson topic.

According to Arsyad (2009:4) teaching media in using media means being able to easily and practically communicate information for learning or messages with instructional purposes. Meanwhile, learning media is a strategy component that educators have used in delivering material that can contain messages to students, media can be in the form of tools, people or materials. This means that learning media is a means used to convey information or learning material to students.

2. Function of Teaching Media

The important point of using media in the classroom is that technology can be utilized well to support student learning and increase effectiveness and efficiency during the teaching and learning process. The Information is made more interesting, concrete and easy to understand through the use of media. According to Sudjana

(2001:64) The function of teaching media in the teaching and learning process as follows:

a. The use of media in the teaching and learning process does not have additional functions, but has its own function as a tool to express effective teaching and learning situations.

b. The use of teaching media is an integral part of all learning situations, in other words teaching media is one element that must be developed by teachers.

c. The use of teaching media is more important to speed up the teaching and learning process and help students understand the teacher's material.

The power of media to focus student attention and stimulate learning can result in increased learning motivation, more direct interaction between students and their environment, as well as opportunities for students to pursue their own interests and learning styles. Limitations of space, time and senses can all be overcome with learning media.

In addition to facilitating direct relationships with teachers, the community and the environment, such as through field trips, museum visits, or trips to the zoo, or the latest information, learning media can provide children with a general understanding of events occurring around them. Media can significantly improve the teaching and learning process according to students' level of thinking. Human thinking develops through many stages of development, namely from concrete thinking to abstract thinking and from simple to sophisticated. The use of torn media is directly related to the stages of thinking because it allows the concretization of abstract concepts and the simplification of difficult ideas.

H. Animated Video

Animated Video is a moving image that comes from a collection of various objects that are specially arranged so that the movement follows a predetermined path at each time. The object in question can be in the form of human images, text writing, animal images, plant images, buildings, and so on.

According to Furoidah (2009 in Rahmayanti, et al., 2018), animated learning video media is learning media that contains a collection of images that produce moving images and is equipped with audio so that it is easy to remember and store the material that is poured in learning. Animated video media can be used as a learning tool that is ready to be used at any time to convey certain learning objectives.

Animated video is basically a series of images that form a movement which has advantages over other media such as static images or text. Animated videos can attract students' attention and strengthen their learning motivation. Animated videos are usually in the form of moving text or pictures (Anggriani, 2019). According to Priyanto, et al (2019 in Sukarini, 2021) animated video is a computer program that is used to convey learning that contains digital content with a combination of integrated audio, text, images, and animation.

The advantages of animated videos in the field of education are being able to convey a complex concept visually and dynamically, attract students' attention easily, increase motivation and stimulate students' thinking to be more memorable, animation can also help provide online learning.

The several procedures for implementing animated videos in teaching English in the class as suggested by Nurmayasari (2011 in Khalidiyah, 2015) are as follows:

1. **Preparing Yourself**

   The first thing the teacher does before showing the animated video to students is to preview the animated video and make some notes about the contents of the animated video. The teacher invites the students to see the animated video, and the teacher asks the students to express their point of view about the animated video.

2. **Preparing the Environment**

   After preparing the video, the next thing that needs to be done is to organize the classroom be as comfortable as possible. The speakers and laptop must be in the right place right so students can get it good views and clear sound when watching videos.

3. **Preparing the Students**

   When students watch an animated video, the teacher must help them understand why they should watch the animated video and tell them what they can get from watching the animated video. The teacher can also ask students to discuss the content in the animated video and then relate it to what they know and they don't know.

4. **Showing the Video**

   While watching the video, make any creations that make students feel comfortable, and try showing the video without any distractions, such as asking questions in the middle of the video.

5. Carrying Out The Follow Up

After showing the animated video, the teacher asked the students about the content of the animated video to find out what they thought about the animated video. They can also discuss the animated video with their classmates. In the next action, detect possible misunderstandings among students. The teacher can provide repetition demonstrations if necessary to overcome students' lack of understanding.

I. Narrative Text

According to Dhillon (2020) says that narrative text is description of events especially in a novel, fables or legend, etc. Thus narrative tells about the event which happened in the past time. Narrative text divided into 5 types, that is; folklore, legend, myth, fable, and short stories. In generally the tense that is often used in narrative is past tense form. We can see it from the definition about past tense is a tense used to describe actions or events which took place in the past.

A narrative text is a story that tells about something interesting and aims to entertain the reader. Usually, narrative text is used when telling something interesting that has happened in the past (Jannah, 2022). In order to engage readers, narrative texts typically portray a plot with issues that might lead to conflict. The author will then conclude it with a happy or sad ending.

A narrative text is an essay form comprising a succession of events arranged in time, according to Munif (2007 in Fitri, 2018). This category of essays includes fiction like novels, short tales, and romances. Narrative texts serve a purpose in addition to delivering a tale. Through the telling of the story, narrative texts aim to

amuse and pique the reader's attention. In narrative literature, there is frequently additional guidance or lessons that may be used as examples. Not just fairy tales, fiction, mysticism, folklore, or fables have narrative contents. Additionally, narrative text may be used for different types of stories, including those that have an air of mystery and adventure.

J. Printed Book

In the field of education, the teaching process and textbooks go hand in hand. Textbooks often provide a compilation of information about a particular field of study that is presented in depth. In educational institutions that usually use printed books, textbooks are developed to meet the needs of educators. Due to the large number of electronic books available for study, many students still use printed books, which are easier to understand and grasp the learning material compared to electronic books, which quickly make them bored and damage their eyes due to long exposure to radiation. Therefore, the use of printed books can improve student learning outcomes (Isfaeni, 2018). Printed books are instructional tools that can be utilized as learning resources and instructional media. The primary learning tool used to learn a subject of study is a printed book. Students must be able to adjust to instructional patterns throughout classroom activities (Supriyo, 2015).

There are several benefits to using printed books, namely: flexibility; printed books are easy to carry anywhere, even if they are damaged; printed books can still be read; printed books do not require a power supply like computers; printed books have a high collection value, such as books with the book's author's signature (Kisno, 2019).

K. Previous Study

There are a several of researchers who use animation video as an English learning media. The first research was conducted by Qurrotaini (2020). This research aims to determine the effectiveness of using Powtoon animation in online learning. This research was conducted on class V-B students of SDN Pondok Petir 03 Bojongsari Depok. In this research, the researcher only took 3 students from class V B. The instruments used were observations and interviews with the three students. The results of the research findings revealed that powtoon animation had a good effect on student enthusiasm and also attracted students' interest in learning.

The second research was conducted by Bua (2022). This research aims to determine the effectiveness of using animation in students' reading skills. This research was conducted on grade 2 students at SDN 035 Tarakan. In this research, the researcher took 28 grade 2 students and several teachers at SDN 035 Tarakan. The data collection methods used are tests, observations, interviews, and documentation. The results of the research findings revealed that in the pre-test, the average student score was 97.5, and in the post-test, the average student score was 99.1. Then, based on the data obtained on student responses using animation in learning, an average percentage of 83% was obtained, with the level of attractiveness of the learning animation being quite interesting. Based on the results of the product test, students did not experience difficulty understanding the learning animation and obtained an average result of 83%. This is proof that the use of animation is effective in improving students' reading skills.

The third research was conducted by Rachmawati (2021). This research aims to determine the effect of YouTube videos on improving pronunciation skills

in students of the IAI Al Khuzainy Sidoarjo general English course in the 2019/2020 academic year. This research was conducted on students of the general English course at IAI Al Khuzainy Sidoarjo in the 2019/2020 academic year. In this research, the researcher took 24 students as the treatment group and 24 students as the control group. The data collection methods used are tests and observations. The results of the research findings revealed that in the pre-test, the average student score was 38.95, and in the post-test, the average student score was 79.79. It can be seen that after being given treatment, their average score increased by 40.48. Thi.s shows that YouTube videos have a positive influence on improving pronunciation skills in students of the general English course at IAI Al Khuzainy Sidoarjo, where YouTube videos not only function as entertainment but can also function as a learning resource, especially in learning pronunciation in the college environment.