CHAPTER II

LITERATURE REVIEW

This chapter presents some theories of research variable which applied in this research. It describes the theories and explanation of reading comprehension especially on narrative text and Discovery Learning

A. Definition of Reading Comprehension

The ability to understand and absorb the meaning found in a piece of writing is known as reading comprehension. As a result, by practicing this skill, one can comprehend the goals of the writer when reading a piece of writing (Usu & Adi, 2021). Because students must comprehend the meaning and locate the information in a text when they read it, reading activities are always connected to reading comprehension. The comprehension gained is the result of students' active thought processes. According to Rahmadani (2017), reading comprehension is a skills that students need to possess in order to comprehend written materials. Students can then use their own language to translate and react to the content. Drawing from all of these views, it is possible to conclude that reading comprehension refers to the process through which a reader does more than just comprehend the text. In line with Harrist (1980:28) he stated that reading is the meaningful written or printed verbal symbol that represents language and the reader's ability to understand languages and global knowledge. The reader attempts to figure out the writer's intended meaning during this process. In general, learning through written words is what reading is all about. Reading a text is frequently done to comprehend the author's

viewpoint. Reading is more complex than simply understanding written words. It needs the capacity to identify text visually. the way in which readers react to what they have read and comprehended from the text. (Rochsantiningsih, Drajati, & Sari, 2019).

Four skills in English need to be comprehended. Writing, listening, reading, and speaking are the four abilities. They are able to separated into two groups according to specific criteria: productive skills and receptive skills. Since speaking and writing include the production of language, they are evaluated as productive skills. Rather, receptive abilities are tested in reading and listening since they include absorbing messages (Harmer, 2002, p. 34). The most important part of learning English is reading. Reading can provide people with knowledge that can help them comprehend various kinds of learning difficulties. Reading means extracting meaning from smaller textual elements, such as phonemes, morphemes, words, and grammatical recognition. According to Droop & Verhoeven (2021), reading can be understood as the process of putting meaning in writing and organizing it appropriately. The process of deriving meaning from the text is reading comprehension. Based on Wooley (2011, p. 15), rather than attempting to draw meaning from the way words or phrases are put together, the goal is to comprehend the text as a whole. There is a procedure involved in figuring out what the given text means. The ability to comprehend, generate meaning, and interpret texts through reading is dependent by the reader-text relationship, the situation factor, and other variables. Therefore, it can be said that the activities of students in

comprehending the reading material are what are meant to be considered reading comprehension of English in this study. The researcher comes to the conclusion that reading is defined as the act of obtaining ideas and information from the author's perspective through the written text.

B. Types of Reading

According to Brown in his book named *Language Assessment Principle, and classroom Practices,* (2004: 189) divided reading into some different category bellow:

1. Perceptive Reading

   It is necessary for perceptive readers to focus on the individual letters, words, punctuation, and other graphemic symbols. that make up longer discourse spans. It means bottom-up processing. It indicates that students are paying closer attention to the words, sentences, punctuation, and symbols in the text. And if not, it is indicated that bottom-up processing will take place.

2. Selective Reading

   Selective reading means assessing a reader's ability to comprehend vocabulary, grammar, and conversational components throughout a limited language passage. Selective reading is when a reader strictly reads certain parts of a text rather than the entire thing. Considering that selective reading involves only reading a selected section of the text.

3. Interactive Reading

> Interactive reading requires the reader to engage with the material over passages of several paragraphs to one page or more. It refers to the dialogue between the reader and the text as well as the emphasis on students reading a text and gathering information from it.

4. Extensive Reading

> Longer passages of writing, like a long article, and novels that are typically read outside of the classroom belong to extensive reading. If the students can read a large portion of the material, it indicates extensive reading.

C. The Purpose of Reading

According to Klinger Janette K (2007:104) that defining reading objectives is crucial to understanding what the reader hopes to learn before finishing the material. Furthermore, L. Stoller Fredricka & Grabe William (2013:6-8) stated that reading is done for two main purposes. Reading for pleasure and reading for information are two different things. According to the explanation given above, reading for pleasure indicates that the reader is looking for literature that will make them feel knowledgeable and happy. Reading for information, on the other hand, indicates that the reader is looking for previously expected information. Harmer (2007) claims that reading has objectives of its own. Before starting reading, the reader must decide what they are looking for. It is possible for someone to seek information, read for comprehension, research, or to evaluate the ideas or writing style of another writer. Reading can also be

done for pleasure or to increase one's language proficiency. Reading for the idea involves skimming the material in order to understand its essential ideas. Reading is done to obtain information, and scanning is done to find specific information. Any situation where the reader may need to look at text written in the English language needs to be read for study. The result of extensive reading abilities was this.

There are three objectives that have been categorized, according to Harmer in his book The Practice of English Language Teaching (1991, p. 56).

1. Reading for information

   This activity teaches the recognition and interpretation of text types that provide information. a general focus on subjects in every kind of text

2. Reading for meaning

   This objective is to teach students in identifying and interpreting the connection between form and text.

3. Reading for pressure

   It is beneficial to provide the knowledge of identifying and approaching texts that are frequently connected to reading for pleasure

D. Narrative Text

Authors of narrative texts use language to entertain readers and transfer information in a unique way, whether directly or indirectly (Daulay, 2019). Moral lessons are typically delivered to readers through story literature. English reading questions frequently develop moral values found in narrative texts. A narrative text seeks to resolve conflicts or difficult situations by telling

a story with obstacles or troubling events (Arisman & Haryanti, 2019). Presenting a story or event with issues that result in conflict at a joyful or unhappy conclusion is intended to amuse and attract the reader. Fictional or factual narratives might include novels, myths, mythology, fables, mysteries, and adventure stories. Several diverse story types are explained by Kathy and Anderson (Anderson & Anderson, Text Types in English 3, 1998, p. 18); these include humour, crime, romance, historical fiction, mystery, real life fiction, fantasy, science fiction, adventure, and diary novels. According to the statement above the reader is meant to be impressed or entertained by the narrative contents. This narrative is presented in the past tense. Its writing exhibits particular traits as well as its linguistic characteristics.

According to Chatman (Chatman & Attlebery, 1993), the story is divided into the following four main sections:

a. Characters

Every narrative has a purpose. Two characters make up a story: the primary role and the supporting role. Character is by likely the most crucial component in narrative texts. Describe the physical attributes of the character, such as height, weight, age, and even traits of the personality, such as strengths and shortcomings.

b. Setting

Setting is the information that the writer uses to describe the time and place of the story. taken place. The story's time period (when) and location (where) were addressed by the set.

c. Plot

A plot is a set of events or episodes that a writer uses to build curiosity and pull the reader in as the novel goes on. The main character in the events series is set on the route to problem-solving by the plot, which also incorporates and initiates the event.

d. Conclusion

The story's solution is described and summarized by the author as the story's conclusion

E. Generic Structure of Narrative Text

According to Khoirunnisa and Widodo (2019), narrative texts can be written in four general ways, those are:

1. Orientation

This orientation typically explains the story's various characters as well as the setting, time, and place of the situations.

2. Complication

This complication clarifies the tale problem's background, which leads to the problem's climax. Typically, the primary character in a novel is needed for this complexity and only has a temporary duty to perform.

3. Resolution

This resolution clarifies that there is a fix for the issue that arises at the conclusion of the story. Whether the issue can be resolved will determine whether the story ends happily or tragically and whether it gets better or worse.

4. Coda or re-orientation

The moral lessons that can be drawn from this story are explained or clarified in this part that called coda.

F. Language Features of Narrative Text

Narrative texts are a genre with language characteristics. Hidayat et al. (2020) list the following language characteristics of narrative text:

1. Using the past tense

2. Using verbs of action

3. Adverb and adverbial phrases clarify the story's setting and timeline

4. To make the story flow more naturally, use time connectives and conjuction.

5. Make use of adjectives to support noun phrases.

6. Certain noun used as a person pronoun

G. Definition of Discovery Learning

According to Khabibah (2017, 146–153), discovery learning teaches students how to locate and try to solve problems on their own." With the help of the discovery learning theory, students can actively participate in their education by providing answers to questions and working through difficulties to identify concepts that will stick with them. It is so anticipated that the discovery learning approach will be applied to teach students how to think critically. Mayer (2003: 186), who supports it, states that the Discovery learning method is a teaching strategy that motivates students to participate more actively in their education by providing answers to a series of questions

or resolving issues designed to present a basic concept. According to Jerome Bruner, discovery learning is a style of instruction that promotes students to formulate questions and derive conclusions from overarching ideas presented by way of real-world experiences. Jerome Bruner's concept is based on Piaget's theory, which holds that students need to actively participate in their education in the classroom. Because of this, Bruner employs a method he terms "discovery learning," in which students arrange the content in its final form.

Discovery learning requires students to investigate topic, issue, or problem by active means, obtain the necessary data, interpret causes and effects where relevant, and arrive at conclusions or solutions," states Ormrod (2000) as quoted in Westwood (2008, p. 23). He continues, "Hands-on discovery, problem solving, inductive thinking, and reasoning are all parts of constructivism theory about human learning, where discovery is a part." These early theorists also understood that new information can only successfully integrate with a learner's past knowledge and experience to the amount necessary for learning to take place. According to Westwood (2008, p. 28), there are three general consensuses regarding the application of the discovery method. Specifically, it is most effective when: (1) the process is carefully structured; (2) students possess the necessary knowledge and skills; and (3) teachers offer any necessary support throughout the investigations. As a learning method, discovery learning places a strong emphasis on helping mental and intelligent students solve problems in order to face it (Ilahhi, 2012). The focus of discovery learning is on discovering previously unknown

concepts or principles (Puspita, Dessy, Ramli, Karyanto, Muchtar, 2015). Therefore, exploration learning involves students in mental activity through reading, testing things out for themselves, and brainstorming. It also teaches students how to synthesize thoughts. An idea or generalization that can be used in the field will be discovered by the students. It implies that the factor in successfully identifying the issue at hand is mental and cognitive ability. According to Clark (1999: 68), inquiry-based learning is the foundation of discovery learning. The best environments for discovery learning are those involving problem solving and the use of personal experiences and past understanding to uncover the realities that need to be understood

H. Types of Discovery Learning

There are two kinds of discovery learning, according to Supihatiningrum:

1) Free discovery learning is when there are no clues or instructions.

2) Guided discovery learning necessitates the teacher acting as a facilitator for the students' learning. When teaching reading, the English teacher employed guided discovery learning, taking on the role of teacher. Thus, with the teacher providing guidance, students engaged in the practice of discovery learning.

I. Purpose of Discovery Learning

Bell (1978), referenced by M. Hosnan (2014), states that there are a number of fundamental objectives of discovery learning, including the following:

a) Students get the chance to participate actively in learning through learning discovery. In fact, research show that implementing discovery learning strategies improves student participation in the classroom.

b) Students identify patterns in both real and abstract circumstances through discovery learning, and they also draw a great deal of generalization from the given information.

c) Students also learn how to create efficient question-and-answer formats and how to use them to obtain information that is helpful for identifying issues.

d) Students can learn how to listen to and accept arguments, share information, and create the best possible systems of cooperation through discovery learning.from other people.

e) A number of facts show which abilities, concepts and ideas that have been implicitly discussed as a result of the learning method's discovery become more significant.

f) The abilities acquired in these kinds of discovery learning scenarios are basically simpler to explain for new assignments and utilized in new atmosphere for learning.

J. The Advantages and Disadvantages of Discovery Learning

Suherman points out that there are a number of benefits.

1. Students participate actively in class activities because they apply critical thinking skills to arrive at conclusions.

2. Because they go through the process of discovering the information for themselves, students comprehend the subject matter. It requires more time to recall information acquired in this manner. giving students joy as a result of their developing feeling of inquiry and accomplishment

3. Being able to figure things out for yourself might make you feel good. Their sense of inner fulfillment pushes them to continue their explorations. Their curiosity in learning so grows.

4. Students who learn through the discovery approach will be able to apply what they have learned in a variety of settings.

5. This approach teaches students to become more independent learners

The Disadvantage of Discovery Learning, according to Hamalik:

1. This approach is predicated on the idea that there is a solo mind to investigate. Less intelligent students will struggle to think through and articulate the connections between oral and written topics.

2. This approach was not efficient for instructing a large number of students. Helping them discover theories or alternative approaches to problem-solving takes a long period.

3. This method's expectations may not be satisfied by teachers and students who are used to the outdated approach.

4. Discovery learning is better suited for building comprehension, while developing ideas, abilities, and when emotions are less of a concern

K. Characteristic of Discovery Learning

Hosnan outlines the following techniques for implementing constructivism in the classroom:

1) Promote students' initiative and independence in their learning.

2) The teacher offers questions that are open-ended and permits students to take a while to react.

3) Motivate students to engage in higher level thinking.

4) Students actively participate in conversations or debates with educators or fellow classmates.

5) Students participate in information that both challenges and encourage conversation.

6) The instructor makes use of primary sources, raw data, and interactive materials. Based on the concept of cognitive learning and the properties and uses of constructivism theory, it can provide The start of discovery learning.

L. Procedure of Discovery Learning

Burais (2016) states that in order to implement the Discovery Learning model in the classroom, a number of steps need to be taken during the teaching and learning process, including:

a) Stimulation

At this point, students meet an unclear issue or situation, which is followed by no explanation to the class. The intention is that you will want to look into it yourself.

b) Problem Statement

Teachers allow students to find as many problems as they can that are relevant to the subject; these problems are then selected and stated within the context of a hypothesis.

c) Data Collection

During the investigation, the teacher provides the students with the chance to gather as much relevant information as they can in order to validate the hypothesis.

d) Data Processing

Data processing is the process of organizing and analyzing information and data that students have gathered through various methods such as observation, interviews, and others. After this, the information has been analyzed and evaluated. It is calculated in a specific way and interpreted with a given degree of confidence, even if that is necessary.

e) Verification

During this phase, students use elective discoveries connected to information preparation to perform careful investigations to determine whether the given theory is true or false.

f) Generalization (drawing conclusions)

The process of coming to a generalization that applies to all comparable instances or issues while also taking the verification results into consideration is known as the sweeping statement stage.

M. Definition of Lecture Method

One of the first ways that teachers have taught their students is through lectures. As a result, it is now required to clarify the purpose, benefits, and drawbacks of the lecturing method and to offer advice on how to use it effectively. At its most basic, lecturing is the transfer of knowledge. This experience could be composed of methods or abilities used in the practice of a creativity, or it could be composed of facts, truths, doctrines, concepts, or ideals. The information or message is the instructional content, the instructor is the sender or source, and the student is the one who gets the information. The main goals of lecturing are to provide information, spread knowledge, foster comprehension, and pique students' interests in a subject (Brown, 1978).

The lecture method is a method of giving information to audiences orally in order to reach specific learning goals and in a significant number. One of the most popular teaching strategies in the process of teaching and learning is the lecture. The lecture technique involves giving students direct or oral instruction on the topic matter. According to Wina Sanjaya (2010), the lecture technique can be understood as a means of transferring information to a group of students by means of direct explanation or oral storytelling. The most conventional kind of instruction, the lecture technique has been used for a very long time in educational history, regarded as a classic teaching approach since teachers have historically used it as a communication tool when presenting lessons.

Nonetheless, some students have pessimistic opinions about lecturing techniques. The "passive role often adopted by students, with them sitting and

taking copious notes, sometimes completely," is a prominent critique of lectures, as noted by Williams (2002) (p. 4). This echoes the idea of "pouring new ideas into an empty brain" and supports the idea that students can learn everything they need to know (Race, 2000; Ramsden, 2003; Williams, 2002). Given that, students learn best when given instruction that corresponds to their individual learning style, environment, and experience. It is debatable in this instance how effective a learning strategy the lecture is.

N. Advantages and Disadvantages of Lecture Method

Advantages of Lecture Method of Teaching

1. In this teaching method a large amount the topics can be covered in a single class period.

2. Using of this method exclude the using of any equipment or Lab.

3. Learning material is not required.

4. Student listening skills developed.

5. Logical arrangement of the material in order to present it orally

6. Help to learn languages

Disadvantages of Lecture Method of Teaching

a. As they grow used to passive listening, students may stop contributing or actively participating in the lesson. Students do not have the chance to participate in and engage with the learning process when using the lecture technique method which could have a negative impact on their educational experience, particularly if they are unable to seek clarification or ask questions.

b. For a variety of reasons, students may become distracted during the lecture, which might affect their understanding, limit them from making connections between the material, and prevent them from obtaining the full advantages.

c. It creates in the students a sense of reliance and dependence on the instructor to provide them with knowledge about the subject.

d. The lack of encouragement for critical thinking, analysis, and argumentation prevents students from participating in study, questioning, and creativity.

e. It can cause carelessness and lack of interest, particularly if the lecture is not interesting.

f. Students' memory may not be permanently affected by the knowledge delivered through the lecture approach, taking more work to keep or recall. Additionally, it goes directly to the core values of contemporary education, which center on the process of learning.

O. Procedure of Lecture Method

a. Planning of lecture

    Teachers can boost their confidence through planning. In this step, the teacher decides what to teach and what not to teach. Planning includes the following steps; objectives which are to be achieved, the kind of questions to be asked, aids which are to be used, what kind of feedback mechanism is to be used.

b. Introduction of Lecture

Teacher Should give an introduction of what she is going to teach. It will raise the interest of the students in the class. The teacher tries to establish rapport with the students.

c. Development phase

Here, transactions of ideas and opinions take place between teacher and students. The teacher explains the concepts and principles using various examples and audio-visual aids.

d. Evaluation Phase

It is the concluding phase of the lecture method. Teachers summarize the lecture by writing main points on the blackboard. The teacher also evaluates the learning by asking questions from the students.

P. Review of Previous Research

The researcher discovered that a number of related research that had already been conducted. In this section, various relevant studies by different researchers are reviewed. That can help the researcher in this research in term of the effectiveness of discovery learning on students' reading comprehension.

The first previous research done by Abdillah (2021) in title *"The Effectiveness of Discovery Learning Method on Reading Descriptive Text at Eight Grade of SMP Diniyah Al Falahiyah Lamongan"*. This study assesses how well eight-grade students at SMP Diniyah Al Falahiyah Lamongan perform when reading descriptive texts using discovery learning in the academic year 2020–2022. Through the use of a pre-experimental design, the

research employed a quantitative experimental methodology. The study's findings indicate that the discovery learning approach was significantly successful in helping eighth-graders at SMP Diniyah Al Falahiyah Lamongan read descriptive texts. The similarity of previous research with this research is both quantitative method, while the different is the previous research used descriptive text and conducted in second or eight grade of junior hogh school, this research use narrative text and conducted at ninth grade of junior high school students.

The second previous research conducted by Kurniadi, Regina, Rezeki (2020) with title *"The Use of Discovery Learning Method in Teaching Reading Comprehension on Narrative Text"*. The goal of this study is to find out how well the discovery technique works for teaching reading comprehension. Pre-experimental research design is the method employed in this study. The t-test was used to assess the collected data. The data analysis results indicated that students reading comprehension skills are impacted by the discovery technique. As a result, the researcher thinks that teachers may implement the discovery approach into their teaching processes, particularly when it comes to helping students understand narrative texts.the similarity between previous research and this research are both using same type of text, that is narrative text. While the different is previouse research used pre-experimental and at eight grade students of junior high school, this research use quasi-experimental and conducted at third grade student of junior high school.

The third previous research dobe by Sari, Indah, Erni (2020), in title *"The Effect of Discovery Learning Strategy on The Ability of Second Year Students of SMPN 1 Sungai Mandau in Comprehending Narrative Texts"*. The purpose of the research investigation is to find out how the Discovery Learning Strategy affects the second-year SMPN 1 Sungai Mandau students' comprehension of narrative texts. Pre-experimental research using a single group pre-test post-test methodology was employed in the study. The researcher came to the conclusion that the Discovery Learning Strategy had a major impact on the second-year SMPN 1 Sungai Mandau students' ability to understand narrative texts. The similarity is both previous research and this research use narrative text, and the differences is in the design. Previous research used pre-experimental which only used one class, while this research use quasi-experimental design with two class as a control and experimental class. And previous research gathered data from second grade students, while this research conducted at third grade students of junior high school.

The fourth previous research was conducted by Nawir (2018) with title *"Improving Reading Comprehension Through Discovery Learning Method at The Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa"*. The purpose of this study was to determine whether employing discovery learning to improve reading comprehension skills may benefit second-year Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa students. Classroom Action Research (CAR) was the research investigate used in this study. According to the results from the observation sheet, most students

responded positively to the use of discovery learning in reading practice. It shown that the use of discovery learning as an engaging technique could raise the students' participation and excitement levels when completing reading assignments. Additionally, it was discovered that students were actively involved in the process of teaching and learning. The similarity between previous researchand this research is both researchers use narrative text. The different is in the methodology alo in the level of school, the previous research used classroom action research (CAR), this research use quantitative, quasi-experimental design. And the level of school, previous research conducted at senior high school, while this research conducted at junior high school.

The last previous research with title *"The Effect of Discovery Learning Method on Students' Reading Comprehension"* by Musdalifah (2021). The aims of this research was to investigate the potential impact of the Discovery Learning Method on students' reading comprehension skills related to comprehending analytical exposition texts. In this investigation, pre- and post-test data were gathered using a quasi-experimental method. According to the study's test results, the experimental class's average post-test score was 73,4, which was bigger than the class's average pre-test score of 55. It has been proven that students' reading comprehension skills after receiving the discovery learning method treatment and those of students who have not are significantly impacted by the method when it comes to reading analytical exposition texts. The similarty between previous and this this research is in the design, both researchers used quasi-experimental. The different is in the type

of text, previous research used analytical exposition while this research use narrative text. And in the level of school, previous research conducted at senior high school, this research at junior high school.