CHAPTER II

REVIEW OF LITERARTURE

This chapter explains some theories about reading comprehension ability as well as several literature and some previous studies related to students' reading comprehension ability, narrative text and also some factors that can influence the students' reading comprehension ability as a support and basis for the research conducted by the researcher.

A. Theoretical Description

1. Reading Skill

Reading is something we do naturally from birth, where we naturally understand and interpret things (Smith, 2004). However, when it comes to reading skills, which is reading a written text, then reading skills can be interpreted as the process of determining a pattern of words written in text that provides information that the reader can understand. Reading is the process of restoring the reader's knowledge by encouraging the reader to critically evaluate and analyze each detail of the text in order to gain a better understanding of the actual reading contents (Sari et al., 2020). Reading activities make readers connect their prior knowledge and interpret it with new knowledge gained from reading. Furthermore, for junior high school students, reading skill is very important. Junior high school students are needs to be able to master reading skill (Nufus & Ifadloh, 2021).

Reading is the first skill students acquire while learning a language since it is a crucial component in the learning process. Students need the

ability to read in order to learn what they are studying. The primary purpose of cultivating reading skill is not only transferring data but also to the reader's ability to comprehend the information offered by the text they read (Perdiana & Suryadi, 2022). In addition, students are going to receive ideas and knowledge from the material they read, they will know information they didn't know before (Tarigan et al., 2022). However, students combines the information they get from reading with what they previously knew, this forms new knowledge in students after reading.

According to Grabe & Stoller (2013), there are some purposes in reading. Reading can be for searching some information, skimming the text quickly, learning some ideas from the text, integrating some information from the text, searching some ideas for writing, to reviewing some text and the last but not least is for comprehending the text in general. However, readers have different goals every time they read a written text. Overall, the purpose of reading is to gather certain information, as entertainment and to seek ideas from written texts.

There are four types of reading based on Brown (2014):

a) Skimming

This type of reading requires speed of eye movement to quickly explore information such as main ideas, think about the message of the story and also predict the content of the text being read.

b) Scanning

This type of reading is for searching some particular information in the text like names, dates, keywords and some details. Usually, it helps the students to search some specific information quickly with just scanning the text swiftly.

c) Intensive

In this type of reading, students will focus on the linguistic and semantic aspect of the text. The students need to focus on grammar, discourse markers, and structure details in order to understand the meaning, implication, rhetorical relationship in the text.

d) Extensive

In this type of reading, students focus on achieving general understanding of book, article or essay that has long text. This reading type can help students to search some new information, new words and better understanding.

2. Reading Comprehension Ability

Reading comprehension is an important component of reading competence for students. Reading comprehension is often defined as the process of fully comprehending the information gained from the text being read. Reading comprehension can be defined as a combined method of obtaining and acquiring meaning from written language through active interaction and involvement (Snow, 2002). Readers will interact with written text in the form of constructing the meaning of the written text and building

an understanding based on the context in the meaning of the text. Basically, learning and comprehension in reading is the activity of understanding the context of a situation and interpreting a written text (Smith, 2004). Readers will understand a written text according to the context they previously knew and have a certain basic understanding of the information contained in the text they read.

Reading comprehension involves a deeper level of cognitive understanding, beyond just understanding the literal meaning of a text (Saraswati et al., 2021). Basically, comprehending a written text is not only about knowing the literal meaning of the words but requires at least an in-depth understanding by the reader in order to accurately understand what the author conveys in the text. Moreover, not only knowing the literal meaning, but with the concrete and prior knowledge that students previously had, reading comprehension will be possible. Critical thinking and the ability to explore meaning are also very necessary in comprehending reading texts (Sari et al., 2020). Furthermore, to understand in more detail the context and meaning of the entire reading text, critical thinking is very necessary for students. However, students will use their reasoning to be able to analyze how to connect the content of the text with their knowledge which will give rise to new ideas and also they will get information that they wanted to know from the start.

Reading comprehension is quite difficult for students to do because there are several components such as being able to know the words in the

text, being able to understand the vocabulary and also being able to understand the context in the written text (Radiyah et al., 2023). There are several things that students must master before they can fully comprehend a written text. The first is their ability to understand a word or sentence. Students must know the alphabet in order to read a word and be able to understand a word in order to understand a sentence. The second is that students can master the vocabulary that will later appear in written texts. Students can understand the exact meaning of a written word or sentence if they know the vocabulary that appears in the text. The last but not least is that students know the context of the text they read, that is, before reading written text, students must know clearly what topic they are going to read.

In the field of education, reading comprehension ability is an important basis for students for their learning development (Perdiana & Suryadi, 2022). In learning something at school, students' ability in reading comprehension is very necessary. This is because to be able to understand the subject matter, not only requires the ability to understand the context, master the vocabulary and understand the meaning of a word or sentence in the text that is read as explained by Grabe & Stoller (2013). In addition, reading comprehension will help students to process new knowledge and a new attitude in learning (Sari et al., 2020). Students can gain new knowledge and new experiences through reading. With reading comprehension skills, students will maximally absorb the useful things they learn from books.

However, reading comprehension, although something that is challenging, is very important for students' learning at school.

Based on Snow (2002), there are three elements on reading comprehension; (1) reader, (2) text, (3) activity. Firstly, readers need good capacity and abilities such as cognitive, motivation, language skills and prior knowledge. Moreover, it is very important for the reader themself to determine how good the reader is at reading comprehension, because each individual has different abilities. Secondly, the text read for reading comprehension also influences reading comprehension abilities depending on the features contained in the written text. These features include the choice of words and the meaning of the ideas contained in the text, where these factors are important for different readers in representing or interpreting the text they read differently for each individual. Thirdly, the reading activity carried out by readers will be different for each individual. Each reader has their own purpose for reading. This goal is influenced by several factors; interest, motivation and prior knowledge. Thus, reading comprehension activities carried out by readers will lead readers to different results depending on their goals.

Furthermore, according to Heilman et al., (1988) in Sari (2016) explained four levels of reading comprehension ability:

1. Literal

   The first and the basic level in reading comprehension level was literal level. The ability needed by students at this level was based

on facts and details from the reading. However, the information the reader is looking for will be stated clearly and explicitly on the text. Examples of questions from this level are usually simple questions such as who, where, and when. Furthermore, some questions about synonyms or antonyms from the vocabulary in the text.

2. Interpretative

In this level, at this level it is more about questions such as expressing the main idea, what the text informs the reader, and could be questions such as what the reader will do based on the events in the text. This is because at this level, the ability needed is that the reader can think in line with the text being read so that the reader can evaluate and judge from the information they have obtained from the text.

3. Critical

At this level, as the name suggests is critical. Readers need critical thinking skills at this level. Readers are needed to be able to formulate and create new thoughts from the text they read. Readers' abilities at this level are needed to determine their opinions. Questions that usually arise are like "How would you describe..." or "What do you think will happen if...".

4. Creative

The highest level in reading comprehension is the creative level. At this level, students are required to use prior knowledge, judgment and their views on the information contained in the text they read. Students will evaluate and assess through prior knowledge, judgment and their views on the text they read. Usually questions at this level are about what they got from the text and also ask the students to rewrite the story based on the text.

3. Narrative Text

Narrative text is a type of text that can be told in writing or orally and has the aims of entertaining the reader or listener (Anderson, 1997). Stories in narrative type texts have an appeal for readers who want to experience entertainment from reading a text. That is why narrative text is a common and popular text read by readers because this type of text, apart from being for entertainment, it has power on the reader's social life (Purba, 2018).

Narrative text is a narrative story with a past background that can be based on a true story to convey a message through the story (Ramadhan et al., 2020). Narrative text type stories usually convey moral messages that relate to the real social life of the reader. The delivery uses the background of the character's past experiences. For characters from narrative stories, there are usually heroes and villains who will make the story better in conveying its message.

The generic structure of narrative text based on Knapp and Watkins (2005) followings:

1. Orientation

   In the orientation section, usually the author will mention or explain who the characters are and when also where the story is set. This is the starting point of the narrative text story.

2. Complication

   This section is the most interesting part in the narrative text because this section will show the climax of the story problems that are starting to rise. Usually the characters in the story will face obstacles in what the character wants.

3. Resolution

   After the climax rises in complication, the story finally begins to encounter the problem solving part experienced by the story's characters. Because the problems faced by the main character have been resolved, the story also finds its ending.

4. Re-orientation

   This re-orientation part is optional. So usually narrative text may or may not have re-orientation. Usually this part is the conclusion of the story.

Furthermore, Gerot and Wignell (1994) also explained about some language features of narrative text:

a. The point of view can be first person or third person

b. Temporal conjunction

c. Uses past tense

d. Uses action verbs

e. Uses relational process

4. Factors Influencing Students' Reading Comprehension Ablity

With each individual having differences in their reading comprehension ability, there are factors influencing the differences in students' ability. In this study, the researcher used causal attribution theory according to Weirner's (1979). However, there are internal and external factors in the theory:

1. Internal factors

   a. Ability

   The ability of students' knowledge of linguistic factors such as grammar and vocabulary mastery is important. This linguistic ability is influential because reading comprehension requires students to be able to understand the meaning of words and sentences in the text. This requires mastery of vocabulary so that students can understand the meaning of any words in the text.

   b. Effort

   In trying to understand the text they read, students need their own effort in order to fully have reading comprehension ability. The effort formed by the student must be based on the student's own motivation.

   c. Strategy

Each individual has their own strategy for what they do to make it easier and achieve what they aim for. Students use strategies that they think are comfortable and effective to improve their ability in reading comprehension.

d. Interest

To be able to do the factors above, students need interest that comes from within students themselves. To fully have reading comprehension ability, students must have an interest in the reading they read because this influences success and failure in reading comprehension.

2. External factors

a. Task difficulty

Students have different ability for each individuals, this is also affected by task difficulty. For example, based on the level of reading comprehension mentioned above, students will be given questions that are adjusted from level one to level four which is increasingly difficult. Tasks that are directly at a difficult level such as the creative level will make it difficult for students if they are not preceded by an easier level first.

b. Teacher influence

The teacher's role is also quite large in students' success and failure in their reading comprehension abilities. Factors such as teaching methods, reading teaching materials and also

teacher's appreciation can influence students' reading comprehension results.

c. Family influence

The role of the family in students' success and failure in reading comprehension is also important. Students who are supported by their families both mentally and physically will have an influence as well. Support in the form of motivation and material support in the form of English books, home study facilities and help with students' assignments at home.

d. Students' environment

The student's learning environment influences students' reading ability. This means that a learning environment that is clean, bright, has the right temperature and is not noisy will help students better on comprehending their text or book. On the other hand, if the student's environment is not supportive, reading comprehension will be difficult.

B. Previous Studies

Several studies have been conducted previously, the first is research by Sari et al. (2020) entitled Understanding the Level of Students' Reading Comprehension Ability. The purpose of this research is to explore the level of reading comprehension possessed by students in junior high school. In addition, this research also examines what causes students' low levels of reading comprehension. Furthermore, this research uses mixed methods

where researchers will use qualitative and quantitative to analyze research data. Moreover, researchers also used language validators and triangulation in this research. However, this research was successful in obtaining results; the level of reading comprehension of class VII students of SMP Negeri 06 Rejang Lebong is still low.

The second related study is research conducted by Mustafa & Bakri (2020) entitled Analyzing the Level of The Students' Reading Comprehension in Comprehending the Narrative Text. Furthermore, this research aims to analyze the level of students' reading comprehension in narrative text material. The qualitative descriptive approach was used by researchers in this study. After conducting research on second grade students of SMA Negeri 4 Bulukumba, low results were found in reading comprehension. Based on the results of tests carried out on students, it was found that students had the ability to answer critical and interpretation questions and had difficulty answering creatively based on the text they read. However, students have a decent ability to answer literally.

The third previous research was research conducted by Digeyasa & Naibaho (2021). This research, which was conducted at the Indonesian Maritime Academy Medan, aims to determine the level of reading comprehension abilities that students have. Moreover, researchers also examined whether there was a correlation between the level of students' reading comprehension abilities and students' learning outcomes in English. The method used by researchers is quantitative with surveys as the research

design. To obtain the required data, researchers conducted a test, namely the Taxonomy Reading Comprehension Test (TRCT) as an instrument. Thus, the results obtained based on the test are not much different from the results from Sari et al. (2020) and Mustafa & Bakri (2020), the level of students' reading comprehension ability from this study was moderate level. However, this research also shows that there is a significant relationship between students' reading comprehension abilities and English learning outcomes.

The three previous studies above have similarities in the topic of research; students' reading comprehension ability of the three studies above, each has a different subject. The research conducted by the three previous studies was also different. Moreover, the methods used are also different. The results of the three are also different with the average reading comprehension ability of students being at the lower middle level.

Based on several previous studies above, it can be concluded that students' reading comprehension abilities still have problems. Students can be said to still have some difficulties in their ability to comprehend text. With several problems causing students' lack of reading comprehension abilities, there may be several factors that influence their abilities. Therefore, this research will further explore the level of students' reading comprehension abilities and what factors influence their reading comprehension ability.