CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explain about the definition of reading comprehension, teaching reading, narrative text , teaching strategy and the conceptual of random text strategy.

A. The Concept of Reading Comprehension

1. Reading

Reading is the process of understanding and taking meaning in the text. Through reading we can increase knowledge and also get new information. Reading is the practice of using text to create meaning. There are two keywords, namely creating and meaning. That means if there is no meaning made then there is no reading process (Jhonson,2008). Reading is a natural activity to be carried out every day in formal or informal activities. When reading someone will read everything they see. So every time they see the text, the brain will automatically digest to read the text. Reading is a natural activity that is ordered by our brain when we see everything (Ardila, 2020).

Other experts state that reading provides benefits to language acquisition when understanding what they read. So the better theyread, the better they recognize it (Harmer, 2007). Different experts believe that reading is a guesswork process, that is, what will bebrought next is more critical than what is found in it. In reading,students must be taught to use what they know to understand unknown elements (Grelate, 2004).

Thus, students use their knowledge to understand parts of the text that they do not know. Based on the opinions of the experts above, it can be concluded that reading is one of the basic needs of language learning skills that cannot be separated from other languages. Reading skills can help improve language skills not only in English but also in other languages.

2. Principles of Reading

The principles of reading: (1) Teachers encourage students to read frequently and practice reading English texts as much as possible, (2) students need to interact or be involved with what they read, (3) Teachers encourage students to actively respond to reading by giving opinions about what students read and explore students' feelings so they don't just concentrate on the construction, (4) Prediction is the main factor in reading, (5) Teachers must match assignments with topics when using intensive reading texts, (6) teachers utilize reading texts as a whole in learning (Harmer, 2007). In conclusion, the principles of reading must be applied to reading learning to achieve reading goals and support successful learning.

3. Reading Comprehension

Comprehension is an important goal in reading (Rastegar, 2017). Reading is one way to improve students' reading skills and knowledge. Reading comprehension is the highest level in reading activities because it focuses on messages and knowledge received by readers rather than identifying and converting written texts into spoken ones. Thus, understanding can be interpreted that the reader is able to define new information from previously acquired knowledge.

Experts have various interpretations of the concept of reading comprehension. Tankersley, (2003) states that understanding is that readers can understand and analyze information through interaction between readers and writers. The relationship between reader and writer is very important in the process of reading comprehension. In addition, reading comprehension has two main objectives: first, students can develop competence in interpreting different types of text. Second, students can use appropriate strategies in understanding text information (Khusniyah N, 2018). Morever, reading comprehension is analyzing information through appropriate strategies in reading that can interpret various types of text.

According to Smith in Syamriany (2006). Divide comprehension abilities into four categories:

a. Literal comprehension

Literal Comprehension is understanding in the form of information (ideas and facts) which is stated directly in the text. The level of literal understanding is fundamental in reading skills because readers must understand the information conveyed by the writer to the writer in order to make conclusions. In other words, literal understanding requires lower thinking abilities than the other three levels.

b. Interpretation

This level requires a higher level of thinking ability. Statements in the interpretation category are not stated directly or implied. To answer questions at the level of interpretation requires coercion in reasoning about something that is not conveyed directly and through inductive statement conclusions.

c. Critical Reading

Critical reading is a higher level than the other two categories. Critical reading involves evaluation, making personal judgments, readers must be able to interpret, apply, analyze information to criticize. For example, where does the author express his ideas/facts. Maybe better than others. Author on the same subject.

d. Creative Reading

Creative reading uses different skills to go beyond the other three abilities. In creative reading, readers try to find new or alternative solutions presented by the author.

4. Factor that Influence Reading Comprehension

Cognitive processes are factors that affect reading comprehension because it requires skills and strategies. Reading comprehension involves several factors such as the following:

a. Background knowledge

Background knowledge includes literary experience and real experience knowledge. By connecting the knowledge that is already known with the text they are reading.

b. Vocabulary

The students' vocabulary mastery skills affect their reading comprehension. Mastering the vocabulary of words, namely recognizing parts of words, definitions, functional sentences.

c. Smoothness

Reading fluently allows students to remember information, expressions and accurate reading speed. Reading fluency can develop along with lots of reading practice. When someone is fluent in reading, it will take a little time to read and it is easier to understand the text.

d. Active reading

Students who actively target themselves with existing reading comprehension problems. Students remember what they read by evaluating themselves with questions.

e. Critical thinking

With critical thinking skills students can respond to text more efficiently. Students can determine the main idea, supporting sentences, and the chronological order of the story. This ability can also deepen students' understanding of the text.

B. Teaching Reading

a. Definition of Teaching Reading

Teaching is not always an easy but important process (Harmer, 2007). Through teaching we can see the academic progress of students and asteachers who are tasked with guiding students to happiness and success. In teaching reading the teacher is tasked with leading students' dreams by motivating interest in reading, growing the right assignments,

managing effective classroom techniques, and creating a supportive class atmosphere.

Teaching guides students to learn. Teaching also instills something positive in students (Brown HD, 2004). The teaching process is successful if there is interaction between the teacher and student. Teaching also means the teacher helps students in the learning process by continuing knowledge to students. In teaching reading teachers do various innovative waysto motivate students. In this process the media is used to increase student motivation including reading understanding. According to a number of experts the method of understanding foreign languages can be divided into skilled readers and readers are not skilled. The skilled reader not only reads but can interact with knowledge/material (Brantmeier & Akyel, 2002).

b. Principle of Teaching Reading

The principle of teaching reading: First, utilize the reader's background knowledge (Anderson, 1991). Second, build a strong vocabulary base. Third, teach to understand reading. Fourth, efforts to increase students' reading level. Fifth, teach appropriate reading strategies. Sixth, encourage readers to change strategies into reading skills. Seventh, build assessment and evaluation into the teaching that has been carried out. Eighth, improvements in teaching carried out by reading teachers. Thus, teaching reading requires a teaching principle that must be carried out by the teacher by making learning more efficient and directed so that the objectives of teaching reading can be met.

c. Concept of Teaching Reading Comprehension

Assisting someone in learning a skill is known as teaching. That causes someone to know and understand a material (Brown HD, 2004). Teaching also means providing opportunities to learn, but the results of the learning process depend on the students themselves. Teachers as facilitators have the role of guiding students to obtain the best results.

However, reading comprehension is a process that involves communication between readers and writers. This means that in reading comprehension students are expected to be able to understand the content of the text they have read. However, students often have difficulty understanding reading, so the strategies used must be appropriate. Thus, teaching reading comprehension can be defined as assisting, enabling, and directing pupils in their understanding of texts. obtain information from the author about the meaning of a text.

d. The Problem in Teaching and Learning Reading

Reading comprehension problems can be caused by several factors (Somdaya, 2011): First, physiological problems such as hearing, speech and vision problems. Second, psychological problems: motivation, interests, social maturity, emotions and adjustment. Third, environmental factors include students' background experiences and family socio-economic conditions. And the last is the intellectual factor, but many experts say that not everyone who has a high intellectual level can be a good reader.

There are various problems faced when teaching and learning to read. First, problems found among students include lack of motivation and interest in learning English and lack of vocabulary. Second, problems can come from teachers, teachers using teaching methods that are not appropriate to the level and needs of students. This problem makes students bored and not interested in learning. If the method used by the teacher is appropriate to the level and needs, the classroom atmosphere will be more active with more students involved in the learning process.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is text that retells an event or activity that occurred in the past (Sari and Sabrina, 2017). The purpose of retelling a narrative text is to entertain readers and listeners. Narrative is a text containing a fictional tale

told chronologically (Fitriani, 2021). Narrative texts have two social functions: entertain readers with fictional stories and readers can imagine real life. The basic aim of a narrative text is to entertain and attract the reader's interest, by presenting a story that has problems that give rise to conflict and at the end of the story will tell or provide a pleasant or even sad event. Therefore, it is important for students to study narrative texts. Because everyone has their own story, and sometimes everyone will feel the need to tell their own story to the public or to other people. Whether it's with the intention of motivation, sharing experiences, or something else.

2. **The Generic Structure of Narrative Text**

Previously, it has been explained that there are various types of narrative text, but the basic structure remains the same. According to Mark and Katy (2003), there are five stages in narrative text.

a. Orientation

This orientation is the first paragraph in the narrative story that explains the story characters, when they occur, and where the story is located in the narrative text. So the reader can predict what will happen next.

b. Complications

In the complication section, the writer describes complicated events by presenting the problems faced by the characters in the story.

c. Sequences of Events

Here, the writer describes how the character faces the problem. This stage also raises the feelings or character of the characters sequentially.

d. Resolution

On resolution, the problems that arose in the complication stage gradually diminish and eventually disappear.

e. Coda

This is the last part of the narrative text. In the coda there is a moral message that the author emphasizes to the reader.

3. **Language Features**

This language feature focuses on the individual. In narrative text using action verbs, saying verbs/speaking verbs, past tense, temporal conjunctions, relational processes and mental processes (thinking verbs), direct and indirect speech (Sudarwati and Grace, 2017).

4. **Types of Narrative Text**

Narrative text is divided into two: factual and imaginary. Narrative texts based on their types: fiction, mystery, fantasy, rumor, romance, mystery, crime, real life, and adventure (Huisman, 2019).

D. **The Concept of Teaching Strategy**

1. **Teaching Strategy**

A teaching strategy is a lesson plan that is general in nature and includes the structure and teaching objectives needed to implement the strategy (Morris in Isaac, 2010). Strategy is a plan, method, or series of activities designed to achieve certain educational goals in learning (David, 2000). Teaching strategy is a teaching activity that must be carried out by teachers and students so that teaching objectives can be achieved effectively and efficiently. Based on the definition above, it can be concluded that a teaching strategy is a plan or series of teaching activities prepared by the teacher to achieve certain educational goals.

2. **Definition of Random Text Strategy**

Random text strategy consists of three words: random which means not in sequence, the second word, text which means written or printed version, while strategy is a plan, a means to get from here to here (Mintzberg, 1994). Random paragraphs are built by selecting sentences at random (Michael N. Jones, 2017).

The random text strategy is a way to teach reading comprehension by providing complete and unorganized reading. Then students analyze and understand the text based on their understanding. This strategy is used by teachers to achieve learning goals, therefore it is necessary to choose

creative strategies so that boredom does not occur in the learning process so that the class atmosphere becomes enjoyable.

The random text strategy is an active learning strategy where students feel challenged in following the lesson. Its use in rearranging text can train students to write text systematically and understand the content of the text as a whole. So the random text learning strategy is a strategy for breaking down words, sentences and paragraphs and students assembling them into complete and coherent reading.

3. **Purpose for Using Random Text Strategy**

According to Zaini (2002) the random text strategy has five objectives as follows:

    a. Make students fell challenged in learning so that they aremore active in making conclusions together.

    b. Using an inductive model, makes students think critically to solve problems and be able to appreciate knowledge.

    c. In the random text strategy there is a discussion process so that students exchange ideas and respect each other's opinions in solving problems.

    d. Make students actively express their opinions and ideas. Train students to be confident and defend their opinions.

    e. Reaching the main goal in reading, students can understand the main idea in each paragraph.

In conclusion, the random text strategy aims to train creative and active thinking through an inductive model to gain literal comprehension in reading a text.

4. **Procedure of Random Text Strategy**

According to (Hisyam, 2011) teaching reading using random text strategies can be applied in class with the following procedure:

    a. Selection of reading materials is appropriate to the learning material and students' ability level.

b. Show one example of material to students about what students will do, namely arranging random text correctly.

c. The teacher cuts the text into several paragraphs, then shuffles them all together and rearranges them into a complete text.

d. The teacher divides students into several groups or individuals.

e. Provides random text.

f. Students arrange the text into coherent parts based on their understanding.

5. Advantages of Random Text Strategy

Random text strategy has the advantage of increasing students' interest in learning and can create an active learning atmosphere. The random text strategy also makes students feel challenged in learning such as solving problems and finding the main idea of a story in a text. Based on these advantages, the random text strategy is effective and good for teachers to apply in teaching students.

E. Previous Study

The random text strategy has been studied by previous researchers, one of which is research from Rustan (2010). The aim of this research is to improve students' reading comprehension skills in reading material. Based on observations, reading comprehension depends on vocabulary and syntactic structure. This research shows that the application of the random text strategy succeeded in improving students' reading abilities as seen from the results of the post test scores which were higher compared to the pre test scores. In this research, there are similarities in teaching students' reading comprehension using a random text strategy. The difference in previous research is that the random text strategy is in the form of random sentences. However, this study used random paragraphs. Then the method used was pre-experimental, while this research used quasi-experimental.

The second research was previously conducted by Naavilah (2018). The aim of this research is to determine the increase in reading comprehension

through a random text strategy. This research uses a random text strategy and the research object is recount text. His research is entitled "Using random text strategies to improve students' ability to read recount text in class VIII SMPN 3 Malang. In this study there was a significant increase in the pre-test and post-test. Random text strategy increases interest in learning English, especially in reading comprehension. This research has similarities in teaching reading using a random text strategy and a method using a pre-experimental design. The difference in this research is that the research object uses recount text.

The third research was previously conducted by Azizah (2019). The aim of this research is to determine reading comprehension in personal letter texts using a random text strategy. His research is entitled "Using Random Text Strategy to Improve Reading Comprehension in Eleventh Grade at MAN 1 Lampung". It was found that the use of random text strategies could improve students' reading comprehension as seen from the increase in student learning outcomes in cycle 1 and cycle II. Previous researchers used a teaching strategy using a random text strategy. The difference in this research is the method used by CAR and the text used is a personal letter.

From the results of previous research, it can be concluded that the type of text used is different, such as in the first study a one-paragraph short story, the second study used a recount text and the third study used a personal letter. The random text strategy used is in the form of random sentences. however, all three showed significant improvements. However, there are still several obstacles in previous research, such as in Naavilah and Rustan's research where the respondents were junior high school students at this level, the researchers found that vocabulary mastery was lacking. Some students ask a lot of questions when providing material and students need more time to complete assignments.

From previous studies, researchers conducted research using different methods (quasi-experimental) and researchers chose narrative texts because narrative texts have various types of text with complex structures. Researchers also tested the impact of using random text strategies in narrative texts on

students' reading comprehension, especially literal comprehension which includes explicit information in the text.