

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It includes reading comprehension, narrative text, story mapping, and previous studies.

A. Reading Comprehension

1. Definition of Reading Comprehension

Many experts define reading, according to Alderson (2000), an interaction between the reader and the text is what reading means. The reader will think about the meaning of what they read, the relationship between the meaning and their knowledge, and the expectation of the text. This in line with Blachowicz and Olge (2008), reading activities are an activity where the reader sees the text and then tries to gain information from it. Reading is also the process of trying to understand the written text (Celce-Murcia, 2001). From those, it is known that reading is an activity where the reader can find out information.

Reading is a text comprehension activity that requires thinking and understanding. To understand or produce the means of the text and previous knowledge is the definition of comprehension (Nunan, 1999). Reading comprehension itself is an activity that is simultaneously carried out to explore and construct meaning from interaction and engagement with written text (Snow et al, 2002). While, according to Grabe and Stoller (2002), reading comprehension is the ability to understand the written text

and can accurately interpret the meaning of what the author wants to convey. Based on Klingner (2007), reading comprehension is a step of developing meaning, that involves reading words, knowledge of words and meanings, and also proficiency in reading.

Based on what is described above, the ability to understand, interpret, and extract meaning from a written text is known as reading comprehension. This process needs readers' ability to combine their knowledge of language, contextual knowledge, and reading skills to form an understanding of the text they read. In literacy and education, reading is a necessary aspect to enable learners to gain knowledge.

2. Levels of Reading Comprehension

Basically, reading comprehension has several levels. There are several levels of reading comprehension, namely literal comprehension, interpretative comprehension, critical reading, and creative reading (Paul Burns, 1990). The following is a description of each reading comprehension level:

a. Literal Comprehension

Literal comprehension is the ability to understand what is written or stated in the text. The aim is to evaluate the reader's literal comprehension skills. There are some basics of literal comprehension which are recognizing the main idea, details, stating cause and effect and sequence in the text (Burns, 1996). According to Kennedy (1981),

literal comprehension related to the written text. At this level, readers need the ability to find specific facts, identify events that are written in the text, find answer directly written in the text, classify the information, and summarize the details that expressed in the choice. Therefore, basically literal comprehension is understanding and describing answers based on what is written in the text.

b. Interpretation/Inferential Reading

To answer questions at the interpretation level, readers need to bring knowledge and draw the differences. Interpretation is all about understand what the writers means. This category deals with answers that are not clearly indicated in the text but rather inferred or implied. The readers should understand the information they gave and draw it in many implied meanings. The interpretation level is the area where the greatest pressure can be felt as it is the inductive or deductive reasoning that is key to reaching conclusions that are not clearly indicated but rather implied by the statements being analyzed. Based on Kennedy (1981), four skills are importance for the effective use of inferential reading:

1. Find the implied meanings
2. Anticipating the outcomes
3. Make a generalization
4. Make a conclusion

c. Critical Reading

An activity that involves evaluating what is in the text, comparing the ideas found in the text, and making conclusions about what is true and false is known as critical reading. There are two skills in this level of reading comprehension, the readers can make a personal judgment and be able to collect, apply, interpret, and analyze the information to criticize the merit.

d. Creative Reading

Creative reading is about reshaping a story to imagine possibilities. It made them to think while they read because it's part of the text that go beyond the material in a way that looks good.

B. Narrative Text

1. Definition of Narrative Text

According to Anderson (1997), narrative text can be defined as writing text that tells a story intending to entertain or instruct the reader or listener. Mayers (2005), also reveals that narrative is an effective method of communication. According to Nadine (2012), a text that tells the readers about an event that happened in the past times, such as a fable, legend, or folktale is a narrative text. Narrative texts are created to entertain or instruct the reader and do not always have to be based on facts. It is important for a narrative to describe an event that the reader finds interesting.

2. General Structure of Narrative Text

Narrative text have three structure such as: orientation, complication, and resolution (Anderson M. , 2003). The three structures are as below.

a) Orientation

This part shows or introduces us to the characters of the story (who), the setting of time (when), and the place of the story (who). Orientation is usually present in any kind of story. Orientation introducing us to the background of the story makes it easier for us to understand the text.

b) Complication

Complications are the culmination of the story. It is characterized by the arrival of problems that the characters will face. In this section, the plot of the story will rise, and the reader will also anticipate how to solve the problems in the story. However, in this section, usually, the characters in the story will have difficulty solving their problems.

c) Resolution

This is the section that the point of descent of the problem in a story. This section will show how the conflict in the story will decrease.

3. Language Features of Narrative Text

Each type of text has characteristics including its language features (Anderson M. , 2003). It helps students easier to learn if they know the

language features. Some language features usually found in narrative text are as follow:

- a. Specific characters
- b. Past tense (simple & pas continuous) to tell when they occur
- c. Adverb of time that shows the sequence of the story
- d. Time conjunction to connect the sequence of the story
- e. An action verb, is a verb that shows an action.
- f. Direct speech.

C. Story Mapping

1. Definition of Story Mapping

According to Mathes (1997), story mapping is a graphical presentation of story grammar. A process to draw the readers' attention to story grammar elements such as setting, problem, purpose, or action during reading activity is story mapping. A visualization of the sequence of events and action in a story can be seen as story mapping (Ibnian S. S., 2010). He views story mapping as a graphic organizer used to identify story elements in chronological order.

Based on the explanation above, it shows that story mapping is an activity of identifying story elements by the reader which is presented graphically based on story grammar such as character, setting, problem, and resolution. it helps to display the relationship between various elements in the story or concept, making it easier for readers to understand.

Based on Hutto (2007), story mapping is resulted in effective improvement in comprehension among young students. From his research: *Effect of Story Mapping on Comprehension*, he felt this research can influence comprehension teaching in a great way. According to Wright in Isnani (2021), story mapping can be defined as a procedure that teaches students to know the basic framework of a narrative story to improve their comprehension of a text. The more the reader understands the basic elements of the story, the more interested the reader will be in the learning process and it can make readers interested in comprehending the text.

It is not easy to comprehend the text, therefore, it needs a strategy to help them comprehend the text more easily. Therefore, using story mapping as a graphic that represents a story can make it easy. The map will show how to give a synopsis of a narrative. Brief details regarding the characters, setting, problem, event, and resolution may be included. This is an illustration of story mapping by Farris (2004).

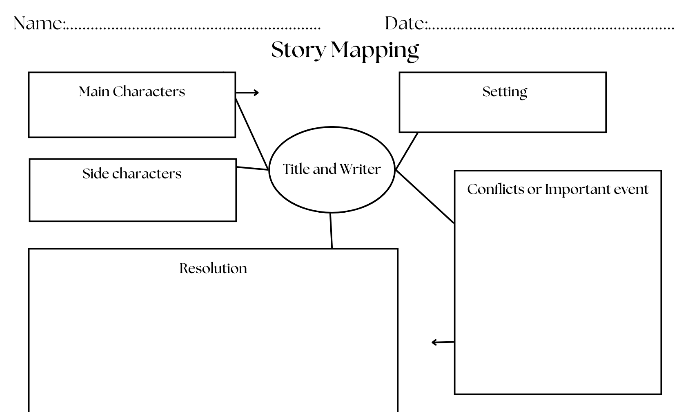


Figure 2. 1 Illustration of Story Mapping

2. Procedure of Story Mapping

Before using this method, of course, teachers must be familiar with how to use this method for learning. As stated by Farris (2004), teachers must be familiar with this method first. Usually, the procedure when making story mapping is as follows:

- a) Look and read the story and then make a conclusion of the story based on the main theme, key scenes, and characters.
- b) in the center or middle of the chart we can put the title, theme, or topic of the story.
- c) Make connecting lines extending from the center of the map to show crucial events of the story. Insert significant segments of relevant information in chronological order around the center point. Then arrange semantic diagram in a structured manner based on the story elements.
- d) add additional ties from each box including relevant information in the existing summary.
- e) double-check the story map to ensure its accuracy.

Those are the steps in how to use story mapping theoretically. According to Jeanne (2000), the teacher also can give an idea to the students before the students begin creating their story mapping.

D. Previous Studies

In conducting this research, the researcher reviewed previous research which investigated the related topic. Some studies have been conducted.

The first research was conducted by Sari et al, (2020), entitled “Investigating the Effect of Story Mapping Strategy Towards Students’ Reading Comprehension of Narrative Text”. This study aimed to investigate whether the story mapping strategy gives better results than the conventional strategy on students’ reading comprehension of narrative text. The finding shows that based on the result of statistics there are differences before and after the strategy implemented. It shows that the story mapping strategy had better effect on student’s reading comprehension of narrative text than the conventional strategy.

There are similarities and differences between the previous studies conducted by Sari (2020), and this study. The similarity lies in the research design used, namely quasi-experimental, and the type of text used namely narrative text. The difference is in the treatment carried out, the previous study only used a post-test while the researcher is using a pre-test and post-test. There is also a difference in the level of education used, the previous study conducted a test in junior high school while the researcher is using Senior high school.

The second research was conducted by Isnani (2021), the title "Story Mapping Strategy to Improve Students' Reading Skill at SMP An-Nur Watukosek Pasuruan". The purpose of this research is to find out the improvement of students' reading skills in narrative text through story mapping strategy. Because in reading, one of the abilities treated is understanding, the implicit and explicit meaning of the text read. The findings of this study show that the teaching and learning process using the story mapping strategy that was conducted in two cycles shows improvement of the progress of students' reading comprehension.

There are similarities and differences between previous studies and research conducted by researchers. The similarity is the type of text used, namely narrative text. The difference is in the research design used, namely CAR (Classroom Action Research) and quasi-experimental. The level of education used is also different, the previous study used junior high school education level while the research will use senior high school education level.

The third research was conducted by Fadilla (2022), entitled "The Effectiveness of Using Story Mapping on Students' Reading Comprehension of Narrative Text". The purpose of this study is to investigate the effectiveness of story mapping strategy on students' reading comprehension ability on narrative text at SMAN 1 Ngadiluwih. Based on the data received in this study, there is an effectiveness of story mapping strategy in students' reading comprehension ability on narrative text.

There are similarities and a difference between the previous study and this study. The similarities are the research design, namely quasi-experimental the type of the text used, namely narrative text and the level of education that is Senior High School. The difference is the place of study conducted.