

CHAPTER II

LITERATURE REVIEW

This chapter presents about some related information topics of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

2.1. Reading Skills

2.1.1. Concept of Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in that text.⁹ The similar definition stated that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences).¹⁰ Based on the theories above, it can be concluded that reading is a more much complex process to obtain ideas or meaning from a text, which is symbolized in written or printed language.

Reading is an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involve the development of an understanding of text, thinking about text in different ways, and using variety of text types for different purpose (from the framework for the NAEP reading assessment. Reading involves learning how to make-reasonable interpretations of a written text.¹¹ Other definition that reading is a complex developmental challenge that we know to be intertwined with many others developmental accomplish ments : attention, memory, language, and motivation.¹²

⁹ Aebersold, Ann, Jo and Mary Lee Field. *From Reader to Reading Teacher Issues and Strategis for second lnguage classroom*, Cambridge: Cambridge University Press.1997

¹⁰ Nunan, David. *Designing Tasks for the Communicative Classroom*. London: Cambridge University Press. 1989

¹¹ Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed). San Fransisco: Longman. 2000

¹² Burns, R. *Teaching Reading in Todays Elementary School*, New Jersey Hounghthon Mifflin Company. 1984

For example, reading is not only a cognitive Psycholinguistics activity but also asocial activity.

2.1.2. Level of Reading

Some people say that the act of reading only consists of pronouncing words. They consider that comprehension is not important. Concentrating on pronouncing words rather than comprehending the essence of the passage is a waste of precious time. Based on the idea above, the teacher needs to emphasize the basic comprehension skills. According to Burns (1984) there are four level of comprehension.

a. Literal Reading

Literal reading or reading for literal comprehension which involves acquiring information that directly stated in a section, is important and also prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said.

b. Interpretive Reading

Interpretive reading involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d. Creative Reading

Creative reading involves going beyond the material presented the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination. In teaching reading, a teacher must teach the four levels of comprehension level. First, use a discussion or questioning technique that brings out just what the author said or in other words, in prereading; a teacher ask questions related to the topic before he starts his reading. It is probably more effective to develop desire to read the article and help them

arrive at a literal understanding of the piece to be read. Then, after the students have completed reading the assigned section, teacher and students should discuss it.

2.2. Teaching Reading

After understanding some of the concepts and functions of reading itself, then an explanation of the application of reading learning. In the learning process there are several aspects that must be addressed so that the learning process can be fulfilled optimally and perfectly. Among these aspects are: the presence of students and teachers, the place where learning is used, the material being studied, the enthusiasm and motivation of students and teachers. Some of these aspects must be fulfilled in the learning process.

The first aspect is the interaction between the teacher and students, the interaction here has several goals, including: giving knowledge to students, but goals like this are no longer relevant if they are not accompanied by new activities. The interaction becomes the main ladder of the learning process of religious knowledge, but in learning other than religious knowledge (world science), teachers are more required to be facilitators and assistants in the learning process. But in general the teacher remains the main role to provide knowledge to students, and students become the main characters in receiving knowledge, while learning activities that are arranged to be active is a form of creativity of the learning process created by the teacher.

Likewise reading learning will also occur between teacher and student, the teacher who actively provides some material as reading learning material, which will later be read by students, but the reading learning process must be arranged so that the process becomes active and not boring, as an example in the process reading learning using collaboration methods from several methods, such as: Competition Discussion Method (CDM), will make students more enthusiastic in learning to read.

Another aspect is the enthusiasm and motivation of students and teachers must also be great, students who have high enthusiasm will continue to receive the reading material obtained, and one of the causes of student enthusiasm is the use

of methods that can make students enthusiastic in learning to read, because basically, reading lessons are the most boring lessons but reading provides the most knowledge. Therefore learning to read must be arranged in such a way as to be the most enjoyable and full of learning.

The conclusion of the above explanation is: in the process of reading learning the most important thing is to provide ways and methods that are interesting and effective so that the learning process of reading can be fun and not boring learning, as a solution of the statement is the existence of interesting methods and ways for learning reading is increasingly in the interest of many students, so students get broad knowledge and a lot of knowledge from the reading learning process.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016 concerning Core Competencies and Basic Competencies that have been revised based on *Permendikbud* Number 37 of 2008 concerning KI and KD SD / MI, SMP / MTs, SMA / MA / SMK / MAK in 2013 Curriculum In Basic Education and Secondary Education, the 2013 curriculum in basic education and secondary education includes Elementary Schools / *Madrasah Ibtidaiyah* (SD / MI), Junior High Schools / *Madrasah Tsanawiyah* (SMP / MTs), Senior High Schools / *Madrasah Aliyah* (SMA / MA) , and Vocational High School / *Madrasah Aliyah Vocational* (SMK / MAK).

The objectives of the curriculum include four competencies, namely (1) attitude competency spiritual, (2) social attitudes, (3) knowledge, and (4) skills. Competence. This is achieved through the in-extracurricular learning process, and extracurricular.

The formulation of Competency in Spiritual Attitudes is "Living and Practicing religious teachings that he adheres to ". The formulation of Social Attitude Competency is "Show honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive, and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well placing itself as a reflection of the nation in the world association". Second these competencies are

achieved through indirect learning (indirect teaching), which is an example, habituation, and school culture, with pay attention to the characteristics of the subjects as well as the needs and conditions the student.

2.3. Problems in Teaching Reading

There are many aspects that be the problems of teaching reading.¹³ They are as follow :

2.3.1. The low reading ability

The low reading ability among others, appears in their low effective reading speed (KEM). This is one indicator that learning to read in schools is not maximized, if not failure. In fact, the low level of reading skills will greatly affect other language skills, namely listening skills, speaking skills, and writing skills.

2.3.2. The use of inappropriate approaches and methods

The use of inappropriate approaches, methods and reading techniques is assumed to be one of the determinants of less than optimal achievement of reading goals at school. In addition, the allocation of time provided for learning is still very minimal. As a result, trainings provided by teachers for student reading exercises tend to be directed only to read short readings contained in textbooks. The teacher's understanding of tips for developing good reading was also allegedly lacking.

2.4. Concept of Narrative Text

2.4.1. Definition of Narrative Text

Narrative Text is one of genre which tell about story. Most of students love story especially Narrative texts. They can find many kinds of Narrative Texts those are interesting to learn, such as mysteries, fictions, romances, horror, fables stories, etc. Narrative is structured round the chronological development of events and is concerned on a person or hero.¹⁴ Consequently, a Narrative is usually

¹³ Kerti, w. <https://www.kompasiana.com/kerti50/5c95f99195760e0eb61a8927/masalah-membaca-dan-solusinya?page=all>, cited 3/11/1020. 2019

¹⁴ Celce, Marianne and Murcia Elite Olshtain, *discourse and context in language teaching*, USA: Cambridge University Press. 2000

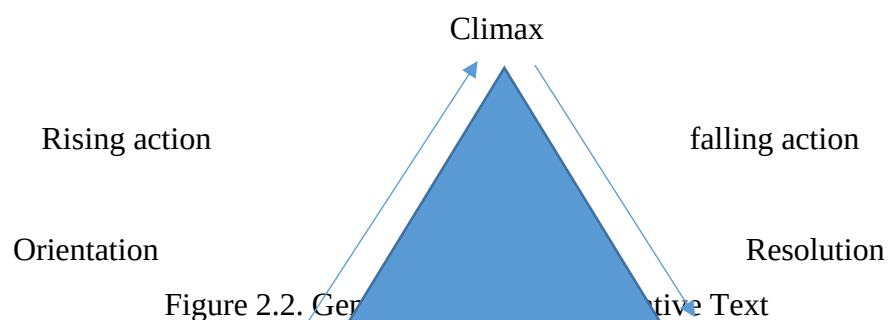
personalized or individualized tells about the events related to the person or persons involved.

Narrative is usually told by a story teller.¹⁵ To make it interesting, a good story must have interesting content. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way. From the definition above, the researcher concluded that Narrative Text is a story tells us about something interesting that has purpose to amuse and entertain the readers or viewers.

Narrative has social role as a medium for entertainment and changing social opinions and attitudes.¹⁶ When reading Narrative Text from novel or short story, people tend to get the jollity. It means the aim of reading Narrative Text is to entertain their mind. As the social changing attitude, Narrative Text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the reality. Narrative can be used as medium to modify children's attitude towards them. Here, the social function of Narrative Text takes indirectly evidence.

2.4.2. Generic Structure of Narrative Text

Narrative has a structure, a shape or a pattern. It can be represented graphically in this way:



¹⁵ Anderson, Mark and Kathy Anderson. *Text Type in English*, New York: Macilan. 1997

¹⁶ Knapp, Peter and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, University of New South Wales Press Ltd. 2005

The picture above is called *Freight triangle*. It consists of : The Orientation (established the characters and situation), Rising Action (series of complication leads to the climax), the Climax (critical moment), Falling Action (the moment away from the highest peak of excitement), and Resolution (the result or outcome).¹⁷

It is clearly explain that a Narrative has some aspects in building a story. In this way, a Narrative Text conveys the meaning of events. Because of Narrative Text is a story, thus it show in chronological order.

2.4.3. Language Features of Narrative Text

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. The features of Narrative Text are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.¹⁸

In contrast, it is six language features of Narrative Text.¹⁹ They are:

1. Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).
2. Using relational processes and mental processes (E.g.: Tigress was Unhappy, everything was so weird).
3. Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).
4. Using past tense (E.g.: lived, stayed, and was).
5. Using verbal processes (E.g.: said, told and promise).
6. Using material processes (E.g.: The bomb exploded).

¹⁷ Karolina, Intan. *Teaching Narrative Text in Improving Writing to Tenth Grade Students of SMA Negeri 1 Petarukan Pemalang*, 2201402513, UNNES: Semarang. 2006

¹⁸ Knapp, Peter and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, University of New South Wales Press Ltd. 2005

¹⁹ Gerot, Linda and Peter Wignell. *Making Sense of Functional Grammar*, Australia: Gerd Stabler. 1994

As what has been mentioned before, there are no significant differences among experts. Overall, from some points, the purpose of Narrative Text is to tell a story taken from personal experiences, using a chronological sequence of events. Narrative Text is a kind of text that consisting of series of events which is constructed in a chronological order. It presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writer's purpose in mind.

2.5. Discussion Method

Discussion can be interpreted as a form of sharing ideas which contains the exchange of arguments and exchange of knowledge with the aim of finding solutions to the problems brought, or with the aim of making a maximum program. Discussion aimed at solving a problem becomes a necessity in the scientific world, as well as in the scientific field of religion, religious experts make discussion as one of the legitimate ways of extracting religious knowledge.

But with the passage of time and after knowing the success of the results of the discussion, then the discussion becomes a learning method that is applied in learning in the classroom, with this discussion method students will more easily understand the material, with this discussion method the role of the teacher will also be increasingly light, with this discussion method the time needed to learn will be shorter and more effective and provide maximum results.

When viewed from the number of participants who learn to use this discussion method varies according to classroom conditions. A class of 25-30 students can be used as a discussion group if the material being studied is a matter of religious knowledge. However, if the material being studied is scientific in the fields of literature and language, these students can be divided into groups. Small groups of 2-3 children. The current group contains 4-5 children, and the large group contains 6-10 children. The number of members of a group is between 3-5 people.²⁰

²⁰ Baker, Carry L. *Discussion and Group Work Method in Language Learning* (New Jersey: Harper and Row Publisher, Inc. 1987

In language learning, student learning outcomes will be higher if in the discussion process students are aware of the benefits of helping, in the sense, students who already understand the material must help their group friends who still do not understand. That way all students in one group will both understand the material. It must be recommended to be a student habit.

Weaknesses and weaknesses of this method can be seen from several aspects, the first aspect can be seen the learning process. In the learning process, the most fundamental weakness of this method is the existence of students who do not understand the material and students who are lazy in learning will depend on the theme, so that their ability will be increasingly decreased. But the advantage is to make the relationship of students with one another will be more closely and there is an awareness of mutual help. The second aspect can be seen from the assessment process, in the assessment process this method has weaknesses, that is, teachers find it increasingly difficult to distinguish between students who have grades and have low grades. The advantage is that there are students who used to be low scores will increase higher because in the learning process he is assisted by his friend, and because of this assistance understanding of the material will be easier.

The conclusion is the success in using this method can be determined by how creative the teacher is in applying this method. Because this method gives a high sense of boredom to students, the teacher must also be more creative in applying this method to be an effective, creative, and enjoyable method for students. As an example of collaboration with other methods to make it more interesting and give maximum results.

2.6. Competition Method

The Competition is a race to be a winner, said the Competition has a similarity in terms in the Qur'an about goodness, which has meaning (competing in goodness). In another sense, the Competition provides an illustration of an attempt to overtake each other. The Competition is also interpreted as a race to become champions. Competition means the situation in which people compete for

something that not everyone can leave, or event in which people compete to find out who is the best at something, Oford dictionary (2009).

In the world of education the Competition is used as a learning method that has the aim of arousing student enthusiasm, making students more passionate in learning, making students more eager in learning. Lazy students will be increasingly left behind by their friends. Therefore, they will continue to compete to become the main and become the champion in every lesson they learn.

Because of these methods students will increasingly prepare themselves to become winners in learning. The preparation will be made by students from home until they are truly ready to take part in the learning process. With this readiness the learning process will increase and provide maximum results. Here are some of the advantages of this method.

This Competition method is not only used in the talent and art competition, but if it is used in the learning process it will certainly increase student morale. the existence of this method lazy students will become enthusiastic because they are afraid to be up-to-date and be left behind by their friends. But students who have a low level of intelligence will have a heavy burden. And this is one of the disadvantages of this Competition method.

As a solution this method will be maximized if combined with other methods, such as the example in collaboration with the discussion method as described above.

2.7. Competition Discussion Method (CDM)

The Competition method and the discussion method are combined and collaborated together so that it is referred to as the Competition Discussion Method (CDM). This method is purely a form of combined creativity from both methods.

The reason for combining the two methods is that there are deficiencies in the discussion method that can be resolved by the Competition method, and vice versa. For example, the discussion method has the disadvantage that students who are lazy will depend on the theme will be solved by a Competition method that will make lazy students become enthusiastic. And also the weaknesses of the

Competition method will be resolved by the discussion method. As an example of students who have low intelligence will tend to be increasingly left behind by their friends, with the discussion method these students will feel light in doing their tasks because of the help of the theme.

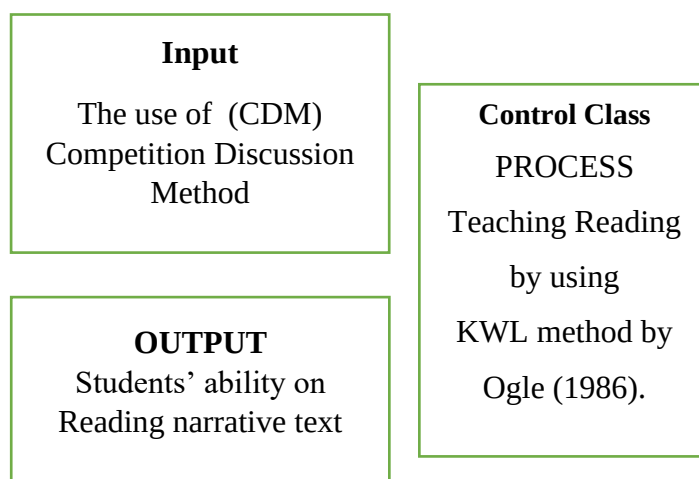
While the process of applying this combined method can be arranged according to the tastes of the teacher. It can be applied in an effective process such as: In each group in the learning process that uses the discussion method combined with the Competition method in which the person who completes the assignment will be the winner and get various prizes from the teacher. This is one example of the application of both methods. The higher the creativity of the teacher will give a creative example as well.

In terms of assessment, the teacher can judge in terms of student activity can also assess in terms of student ability. Student activity can be seen from several aspects among the participants: seen from the winners, can also be seen from the cohesiveness of students. in terms of ability can be assessed from student learning outcomes and increase in student ability.

In conclusion, the collaboration of the two methods is just an example that the old method can become a new method if it is collaborated with another method.

2.8. Theoretical Of Framework

The theoretical framework of this research can be described as in the column:



In the figure above, input, process, and output are briefly classified as follows:

- 1) Input refers to Competition Discussion Method (CDM) as teaching instrument that is expected to be good device in teaching reading narrative text.
- 2) Process is which works through treatments in teaching Reading narrative text that use two classes are experiment class and control class. In experiment class the researcher has done teaching reading comprehension by using Competition Discussion Method (CDM), while in control class it was give KWL method.²¹
- 3) Output, refers to students' ability on reading narrative text by using Competition Discussion Method (CDM).

2.9. Know-Wanted to Know-Learn (KWL) Strategy

KWL (Know – Want to Know – Learned) strategy is a teaching strategy that helps pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This strategy can be effective in promoting independence in learning. It serves as a model of active thinking during reading. The teacher will help the students to activate their prior knowledge in KWL strategy. It is intended to be an exercise for study group or class although it can be adapted to working alone. KWL Strategy benefits in many ways according to Ogle (1986). She also states that this strategy can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. KWL Strategy can help students to monitor their comprehension. Finally KWL is intended to be an exercise, for a study group or class, which can guide students in reading and understanding a text. It can be adapted by students to work alone, but discussions definitely help. KWL Strategy provides an opportunity for the students to expand their ideas beyond the text.

²¹ Ogle, D.M. K-W-L: A teaching model that develops a active reading of expository. Reading text, 39, 564-570. 1986