

CHAPTER II

LITERATURE REVIEW

To conduct research, there are some theories needed to explain some concept or terms applied in the research concerned. Definitions of reading, types of reading, definition of teaching reading, strategy of teaching reading, definition of Discovery Learning, strategy of teaching Discovery Learning, Advantages and Disadvantages of Discovery Learning, and definitions of Narrative text.

A. Reading

1. Definition of Reading

Reading is a process in which people actively extract ideas, concepts, thoughts, or images from the pattern of the world, on printed pages such as books or written print on social media. According to Grabe and Stoller (2002) as cited by Sari & R. Abdulrahman, (2019) state that Reading comprehension is the process of pushing the author's ideas, information, and messages on the printed page involving the perceived and understood relationship of words. In addition, According to Springer, Harris, & Dole, (2017) as cited by Dewi et al., (2020). Reading is an activity that applies some ability to process reading texts to understand the contents of the reading. Therefore, reading can be referred to as an activity to get information or messages conveyed in written language. One can read, not only by chance but also because one learns and practices reading a text.

Reading has been identified as a crucial ability for language learners, particularly those learning English as a foreign language (EFL). In addition, Pardede (2019) as cited by Simatupang, (2020) explains that there are some of reasons why reading is so important for

EFL students. First, reading compensates for the absence of student input created by the fact that they are studying English in a non-English speaking setting. second, reading has a substantial impact on one's intellectual growth, work performance, and career advancement, further study as well as the ability to deal with change. Third, reading skills, increase students' mastery in other areas of language learning. Fourth, reading enhances writing skills because it allows students to know how to express themselves using words, how to appropriately utilize punctuation, and so on.

Students who are good at reading understanding will be easier to understand the inevitable meaning in every subject, motivation is good from inside or outside. in the minority. Reading must be encouraged in order to get a great deal of information and expertise. It is not just the job of language teachers to foster and grow students' interest in reading, but it is also the responsibility of all areas.

2. Types of Reading

Students must practice reading extensively and use specific techniques in order to affect their reading skills. According to McNamara (2009) as cited by Rizqi et al., (2018) there are several reading techniques such as skimming, scanning, intensive reading, and extensive reading.

The first, Skimming

Skimming is used to give students confidence and demonstrate that they can grasp meaning without reading every word in a material. Skimming also refers to skimming through a text rapidly to obtain the core of it.

The second, Scanning

Scanning is the process of quickly skimming over a text in order to find a specific piece of information. To find a phone number, a member, for example, browse through a phone registry's list of names.

The third, Intensive reading

Most textbooks used to teach FL or SL reading utilize an intense reading strategy, which incorporates short reading passages followed by textbook exercises to promote comprehension and specific reading abilities.

The fourth, Extensive reading

Extensive reading is defined as reading a large number of books without focusing on classroom exercises that may evaluate comprehension abilities. Extensive reading is sometimes disregarded, particularly in the classroom. Extensive reading also should involve reading for pleasure. Per the analyst, comprehensive perusing permits the peruser to get it perusing without having to study each dialect highlight of the content.

B. Teaching Reading

1. Definition of teaching Reading.

According to (Aswan, et al., 2010). As cited by Nurdianingsih, (2021) the teacher's plan in the teaching and learning process to achieve what has been intended is referred to as a teaching strategy. In other terms, a teaching strategy is a method for teaching students. The teacher must implement a strategy to balance the methods used by the teacher and the method used by the teacher in applying the material. In addition, according to Brown (2004) as cited by Nurdianingsih, (2021) stated that a teacher should select a strategy based on the reading speciality. The teacher will concentrate on how to present a text, how to use it to construct a lesson, and how to assess it. First, the teacher

will give a thorough description of the reading material. Second, the teacher should organize the text's stage in the lesson since this will aid the reader's comprehension. Third, the teacher should discuss various areas of reading comprehension with the students.

2. Strategies of Teaching Reading

Reading is one of the four skills (listening, writing, speaking, and reading) that has always been included in the English curriculum. Reading serves several functions in human life, including as a source of knowledge and can increase one's empathy. There are some strategies in teaching reading comprehension according to (Vacca & Vacca 1999) as cited by (Nurdianingsih, 2021)

The first, Think hard

Think-aloud is a strategy for assisting students in their learning tasks. Students' ability to complete each method of hard thinking in understanding reading is also controlled by a teacher's ability to convey their creativity. Teachers solidify their ideas by verbally expressing them while reading.

The second, Reciprocal Teaching

Reciprocal teaching is the understanding of guided reading strategies that can help learners develop effectiveness that is carried out instinctively by more effective readers and learners.

The third, SQ3R

SQ3R is a reading strategy that helps students break down the reading process into digestible chunks. Surveying, inquiring, reading, reciting, and revising are some of the stages involved.

The fourth, Question and Answer Relationships (QARs)

Reading strategies based on comprehending and analyzing questions are known as QARs. This strategies can also be understood as helping learners in understanding the questions in order to obtain information from the reading. What this means is that learners read the material just briefly before focusing on the questions posed by the teacher concerning the text.

The fifth, Discovery Learning

Discovery learning is a strategies to provide students to problem solve the problem given. The students build up their minds about the knowledge, so they can get more knowledge and also evaluate if there are any mistakes.

The sixth, Previewing

Previewing is very fast reading strategy fo find some information about a text. This strategy includes the use of text headings, table of contents, lists, editors introduction, chapter and paragraph headings or subheadings, backing information, and acknowledgments.

C. Discovery Learning.

1. Definition of Discovery Learning

According to Pappas (2014) as cited by Feriyanti, (2018) Discovery Learning is an inquiry-based teaching strategy. With this learning style, students may be encouraged to build on previous experiences and knowledge by using their intuition, imagination, and creativity to seek out new information and discover facts, connections, and new truths. Strategies Discovery Learning is learning in which students learn to find out and try to solve a concept or problem independently, It is a strategies to provide students with the ability to find out and try to solve a topic or problem on their own. The students build up their minds about the knowledge, so they can get more knowledge and also evaluate if there are any mistakes. In addition, According to Suparini, Rusdi, & Ristanto (2020) as cited by Ristanto et al., (2021) Teacher assistance in solving cases and problem formulation helps students achieve learning goals with the Discovery Learning Strategy. Discovery Learning aims to enable students to build their knowledge independently to identify core problems and questions to answer.

According to Balım (2008:2) as cited by (Feriyanti, 2018) Discovery Learning is a teaching strategy that enables learners to come to their own conclusions based on their actions and observations. This can be interpreted as students trying to find conclusions by carrying out several activities such as observation, gathering information, interviews, etc. in their own way.

The conclusion is that Discovery learning is a strategy in which the teacher does not provide material, and the learners must assemble their own material using the

teacher's stimuli. The teacher acts as a facilitator in the learning process and gives opportunities for learners to become more active.

2. The strategy of Teaching Discovery Learning

According to Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, (2013) as cited by Apriyanti, (2020) there are some steps of Discovery Learning that must be applied, namely :

First, Stimulation

When learners are confronted with a perplexing situation or problem, do not attempt to explain it to them. The goal is that there is a desire to investigate for themselves.

Second, Problem Statement.

The educators permit understudies to discover as numerous issues as they can that are critical to the subject matter, after which they will be chosen and defined within the frame of speculation.

Third, Data Collection

When the exploration takes place, the teacher allows the learners to gather as much relevant evidence as possible in order to verify the hypothesis is correct.

Fourth, Data Processing

Data processing is the activity of processing data and information that students have gathered through various stages, such as interviews, observation, and so on, and then interpreting the data that has been gathered through various stages. Even if it is required, it is calculated in a specific manner and interpreted with a certain level of confidence.

Fifth, Verification

Amid this stage, understudies conduct cautious examinations to choose whether the foreordained theory is exact or untrue utilizing elective discoveries related to information preparing comes about.

Sixth, Generalization.

The sweeping statement stage is the process of arriving at a broad conclusion that applies to all comparable situations or issues, while also taking the verification results into consideration. Following the procedures outlined above, The researcher expects that learners will understand the application of Discovery Learning, which is being adopted in all schools. the strategies makes learning easier for the learners. As a result, the introduction of Discovery Learning can be implemented and the students' knowledge can be developed.

3. Advantages and Disadvantages of Discovery Learning

According to Westwood (2008:29) as cited by Feriyanti, (2018) Discovery learning has several benefits and drawbacks in terms of learning :

a. The Advantages of Discovery Learning

first, Make students actively participate in the learning process, and choose themes that are mostly stimulating. Second, the actions featured in Discovery Learning are frequently more impressive than those featured in other strategy. The strategy also takes advantage of the students' existing knowledge and expertise. Third, students develop inquisitive and introspective abilities that may be

generalized and applied in various situations, as well as the ability to solve problems on their own.

b. The disadvantage of Discovery Learning

First, The use of discovery learning frequently necessitates a resource-rich learning environment. Second, effective discovery learning often requires students to have appropriate individual abilities. Third, With the Discovery Learning approach Students often have difficulty in forming or conveying opinions, making predictions, and also drawing conclusions.

Therefore, the advantages and disadvantages of Discovery Learning will be successful in the learning process. Students will develop effectiveness and knowledge in the reading learning process if teachers and students can collaborate in the learning process.

D. Previewing

1. Definition of Previewing

According to Grellet (1996) as cited by Hani, (2019) Previewing is a very fast reading strategy to find some information about a text. This strategy includes the use of text headings, table of contents, table of contents, lists, editor's introduction, chapter and paragraph headings or subheadings, backing information, and acknowledgments. Previewing strategies can also help readers try to understand what they don't know and what they want to know. When readers see a text before reading it, they first wonder whether the text is fiction or nonfiction. If the text is fictional or biographical, the reader

looks at the title, chapter title, introductory note, and description for a better understanding of the content and possible settings or events.

This statement is supported by According to Chastain, (1998) as cited by Rosmiati, (2019) The purpose of the previewing activity is to motivate students for assignments and prepare them to be able to read. Motivating students to read Previewing activities is one way because previewing activities make students read and do assignments and pre-reading activities make students ready to be able to read texts. previewing strategy as a pre-reading activity. Revising the text of the title text, images, illustrations, or subtitles as clues can predict or make some educated guesses about what is in the text and thus help support effective understanding of the text. Through this process, the teacher moves students from memorizing information to meaningful reading activities and begins the process of reading rather than memorizing.

2. The strategy of Teaching Previewing.

According to Parvis Ajideh, (2003) as cited by Bahri, (2019) there are some of strategies of teaching Previewing, Namely :First, the teacher ask the student to read the title of the text. Second, the teacher ask students to see the picture in the text which is related in the content of the text. Third, after that, the teacher ask read the first few pharagraph which generally introduce the topic discused in the text. Fourth, the teacher ask students to read sentences of cash pharagraph, usually the topic sentences, which gives the main ideas of pharagraph. Fifth, the teacher ask student to read the last pharagraph, which often reveals the conclusion of the author. Sixth, the student then read the entire article for more detailed information.

3. Purpose of Previewing

According to Chitrasari, (2015) as cited by (Agus Sulamto, 2020) there are several aims of previewing : First, to find out what you are going to be reading before you actually read, Second, to get a general sense of what a passage, article, or book is about. Third, to get some idea of what the text are about getting the experience about the text is through Reading it but if the readers know how the previewing works in your reading text, it will give the new experience in reading. Previewing is a simple thing to do, but the reader will feel its advantage. The reader's preview to get an idea of what they will find in the text. then, their brain can begin making connections, and their comprehension will be faster and better.

E. Definitions of Narrative text

According to Barthes (1977:79) as cited by Thereana, (2016) Narrative texts are a form of text that students should be learn. The narrative text is an engaging text from which students may learn. A narrative text's objective is to entertain, to tell a tale, or to create a literary experience. Fables, fairy tales, mysteries, and other narrative text sources can be discovered. Orientation, complication, and resolution and reorientation are the general structures of narrative text. In addition, According to Crystal (2008) as cited by Syafitri et al., (2021) states that narrative text is seen as a recapitulation of past experiences in which language is used to construct a series of events (real or fictitious). Structural elements are proposed, such as those that start a narrative (e.g. abstract summary, story orientation) or those that close it (conclusive synthesis, narrator's evaluation). There is a focus on ideas such as theme, plot, characters, roles, and point of view, especially in the study of literary narratives.

Example of Narrative Text:

Title	THE LEGEND OF MALIN KUNDANG
Orientation	<p>Malin Kundang and her son resided in a little village near the beach in West Sumatra many years ago. Because Malin Kundang's father died when he was a baby, he and his mother had to work hard. Malin Kundang was a robust, healthy, and diligent young man. He went out to sea to catch fish most of the time. He would either bring the caught fish to his mother or sell it in the town after catching it.</p>
Complications	<p>Malin Kundang was sailing one day when he came across a merchant ship being raided by a crew of pirates. Malin Kundang's bravery assisted the merchant in defeating the pirates. Malin Kundang was allowed to sail with the merchant as a thank you. Malin Kundang accepted, hoping for a better future. He abandoned his mum.</p> <p>Malin Kundang became wealthy several years later. He possessed a large ship with a large crew that loaded trading items. He was also married to a lovely lady. His ship landed on a coast near a little settlement when he was sailing on his trading voyage. It was Malin Kundang, a local lad, who was recognized by the locals. "Malin Kundang has gotten wealthy, and now he is here," the news spread quickly across the village.</p>

Resolution	<p>Malin Kundang's mother, an elderly woman, dashed to the beach to meet the new wealthy businessman. She wanted to hug him to relieve her loneliness after such a long period. Malin Kundang, who was with his beautiful wife and ship personnel when his mother approached him, disputed that she was his mother. Malin Kundang had been pleading with her to look at her and accept that she was her mother. But he kept yelling at her and refusing to do it. "Enough, old woman!" Malin Kundang finally said. I've never known a mother like you, a filthy, unattractive creature!" He then ordered his sailors to take sail in order to abandon the old woman, who was unhappy and angry at the time.</p>
Re-orientation	<p>Finally, outraged, she cursed Malin Kundang, threatening to turn him into a stone unless he apologized to her. Malin Kundang simply laughed and sailed away. Suddenly, a thunderstorm erupted in the calm sea, destroying his massive ship. He was exiled to a tiny island. He had turned into a stone, and it was too late for him to evade his curse.</p>

(Adapted from English Book/Kementerian Pendidikan dan Kebudayaan Edisi Revisi, 2017)

F. Previous study

Before the researchers do the research, the researchers had read some researchers which had relevance and related to this research. There were some studies that had been constructed in Discovery Learning and Reading skills.

The first, entitled Promoting Discovery Learning Method For Efl Students In Reading Comprehension. Written by Syam, (2020), A pre-experimental method with one group in the pre-test and post-test was employed in this research. After the pre-test and before the post-test, the treatment was given. The goal of this research is to look at the impact of the Discovery Learning approach and to see how important it is for students' reading comprehension, while the benefits of the strategy Discovery Learning are to make students' reading ability significantly increase and can develop students' interpretive understanding. This researcher suggests that teachers use the discovery learning method when teaching English, especially in reading comprehension. According to the findings, 3 (7.5 percent) of the 40 students received a very excellent classification, 13 (32.5 percent) of the 40 students received a good classification, and 14 (60 percent) of the 40 students received a fair classification. While none of the pupils received a perfect score, they all received a low classification. As a result, it can be inferred that the student's reading comprehension prior to the implementation of the Discovery Learning Method was good.

The Second, Entitled, The Effect of Discovery Learning Under Mind Mapping on Students' Results of History Learning at SMAN 1 Tangerang. Written by Dwijayanti (2020). To determine the sample, cluster random sampling of up to 69 respondents was used in a quasi-experimental design with a nonequivalent control group design. Pre-test and post-test data gathering procedures were employed. The goal of this study was to see if The Discovery Learning approach with mind mapping had a substantial impact on SMAN 1 Southeastang students' history learning results. Paired Sample Test and independent t-test were used to evaluate the data. The results revealed that the Discovery Learning model, which is used in historical learning and specifically in the control class, had a positive impact

on learning outcomes. This is seen by the difference in the average value obtained between the pre-test and the post-test, which is 76.7 and 80.45 respectively. The Discovery Learning model with Mind Mapping, on the other hand, is superior to the Discovery Learning model alone. This is demonstrated by the average scores in the experimental class (Discovery Learning model with Mind Mapping), namely 77.3 for the pre-test and 87.6 for the post-test. The experimental class's average value is greater than the control class's. As a result, when comparing the Discovery Learning model with Mind Mapping to the Discovery Learning model without Mind Mapping, it can be stated that the Discovery Learning model with Mind Mapping has a greater impact on student learning success, particularly in history learning.

This research has some similarities and differences with previous studies. The similarity is mostly using The Discovery Learning method to teach reading. The difference is that they use Discovery Learning methods as a strategy at various levels of education, schools, research design, and data analysis.