

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. This chapter presents the definition of reading, the purpose of reading, strategies of reading, types of reading, technique scanning, definition of narrative text, structures of narrative, language features of narrative text, and previous study.

A. Definition of Reading

Reading is a cognitive process in which the reader thinks in order to know and learn things by improving their understanding of a text in order to communicate with the author and follow the plot. As Smith points out, reading comprehension is necessary to fill in the gaps in the text (cited by Karomah, 2020).

According to Miller in (Karomah, 2020), reading not only comprehends the ideas provided by the printed word, but it also must be relevant to the reader. The reader's ideas, the history of his reading, and his learning all play a role in the comprehension process (George: 1963 cited by Karomah, 8: 2020). Reading can be regarded as an activity in which the reader engages directly with the text in order to obtain concepts that are relevant to their lives.

Reading, according to the definition, is an activity of absorbing specific information through the interaction and participation of language texts, which can alter the reader's interpretation of meaning and experience. As a result, reading entails not only translating the text to have a deeper understanding of it, but also knowing and understanding what they read so that they may effectively communicate the knowledge they obtain to others.

B. Purposes of Reading

Rivers and Temperly (David, 2005) propose seven main goals for reading: first, to learn about something or be curious about it; second, to get instructions on how to go about one's everyday activities; third, to perform in dramas, play games, and solve puzzles; fourth, to communicate with others or comprehend commercial correspondence; and fifth, to determine the time and location of an event or occurrence (as reported I).

The specific objective of reading, according to some empirical studies, is to alter readers' cognitive processes. The amount of time and strategy that is put into reading, as well as the approach that is employed, has an effect on the theoretical knowledge that is gained and remembered (Linderholm, 2016).

Reading not only has a purpose, but also includes elements that are part of the text, according to King and Stanley (1998) in (Wahyuningsih, 2019), they are:

1. Finding Factual Information

Readers must scan precise details to find factual information. One of the many types of inquiry is seeking factual information, and the bulk of the responses may be found in the text, including questions about reason, purpose, outcome, comparison, means identify, time, and amount. The question is generally asked in conjunction with a 5W+H question.

2. Finding Main Idea

Finding the primary idea of a paragraph made up of numerous sentences and placing it at the beginning, middle, and conclusion of the paragraph.

3. Finding the Meaning of Vocabulary

To be sure, it can be done by guessing it in the context or using an open dictionary. The word origin or basic has the suitable and appropriate lexical definition, meaning, it will be able to recognize the structure and function words in the sentence context.

4. Identify Reference

To avoid repeating words or phrases, research uses reference terms. Being able to recognize the words or phrases they refer to can help the reader understand the reading passage.

5. Making Inference

Reading between the lines and using inference is a skill that helps readers come to logical conclusions and come up with accurate predictions. According to the aforementioned definition, reading comprehension is a process where readers try to decode signals that have been encoded in the writer's provided pictorial language.

C. Strategies of Reading

There are a variety of reading comprehension tactics available. The first is to be active and to make use of your prior knowledge. This means that readers rely on their prior knowledge (about the meaning of words, how texts are constructed, and so on) to help them comprehend what they're reading.. According to (Bojovic, 2010), People develop a set of knowledge structures or schemes when they learn new topics. When someone gains new knowledge through experience and reading, this plan emerges. The second step is to comprehend and inquire. This method aids the reader of combining data,

identifying important concepts, and summarizing data. Creating relevant questions will assist the reader in focusing on areas of difficulty and taking the required steps to address the problem. The third step, drawing conclusions, refers to how a reader analyzes or draws inferences from information in a text in order to increase their ability to make sense of it (Anderson & Pearson, 1984).

Furthermore, one of the four reading methods is estimating, which allows the reader to infer a meaning from the text by generating predictions. Because readers can guess what will happen next or what viewpoints the author will present to bolster the conversation using this method. Fifth, summarizing entails readers combining textual material and then describing it in their own words. The sixth skill is visualization, which requires readers to develop a mental image of a text in order to comprehend the reading process. This method demonstrates that the reader comprehends the text. Readers who create mental images while reading are better able to recall what they have read than readers who merely read without describing the content.

Monitoring is the last reading approach. Comprehending language, self-questioning, reflecting on whether they have grasped what they have read thus far, summarizing, and inferring the primary concept of each paragraph are some examples of monitoring tactics (Tutyrahiza, 2008:). Readers can also find and focus on important information or keywords, including: but, however, on the other hand, also and conclusion. The goal of this method is to determine which sections of the text may be highlighted or ignored based on the text's purpose.

D. Types of Reading

a. Extensive Reading

Extensive reading allows readers to improve their reading ability, linguistic competency, vocabulary, spelling, and writing skills. (Hedge, 2003) emphasized the need of substantial reading for learners to acquire all aspects of language competency. It can also assist readers in overcoming their tendency to overanalyze or look up unfamiliar terms and instead read for comprehension. Extensive reading, whether done in class or at home, aids readers in gaining independence.

b. Intensive Reading

According to Waring (1997), Intensive reading is critical for learning vocabulary and comprehending how texts are constructed. Intensive reading is a classroom practice in which students concentrate on improving the passage's grammatical and semantic subtleties. Intensive reading develops a student's awareness of grammatical form, discourse creators, and structure features in order to comprehend literal meaning, inference, rhetorical connection, and so on (Brown, 2004). Intensive reading is thought to be an important tool for increasing reading comprehension.

E. Scanning Technique

A scanning technique is one that focuses on the capacity to locate specific information inside a text. Grellet suggests that the scanning technique is quickly going through a text to find a particular piece of information (Grellet, 1981). Scanning quickly covers a large amount of material in order to discover a certain fact or piece of information, according to Addison (Nur'aini, 2016). Without

having to read the entire article, scanning is a terrific way to find a specific name, date, statistic, or fact. When scanning, readers must be willing to skip over large sections of material without reading or comprehending them.

Scanning is used to obtain specific information without having to read the entire document. This method can be used by the reader to identify specific details in the text, such as names or dates, the definition of a key term, or a list of a given amount of supporting details.

When scanning, the reader wants to look at something attentively using the normal plan or fixed rather than looking for anything quickly without reading. Scanning is a sort of reading that occurs when the reader wants to look over something thoroughly in order to see it more quickly and systematically.

Step in scanning as follows:

1. Always keep in mind what your readers are looking for. If they have a clear mental image of the word or idea, it will most likely appear more clearly than the surrounding words.
2. Anticipate the format in which the information will be presented (numbers, charts, etc.), appropriate nouns, and so on.
3. Examine the content's organization before beginning to scan.
 - a. Is If the information is familiar or brief, you may be able to scan the entire document in a single search, you can find an article.
 - b. A preliminary skimming may be necessary if the information is lengthy or complicated. It's vital to figure out which section of the article to scan.
4. Glance quickly over several lines of text at once.

5. Read the complete sentence once you've found the one that has the information you're looking for.

F. Definition of Narrative Text

According to Darling (2000), a narrative is a story. A text that narrates the story of a specific event is referred to as a narrative text. When we make a joke, discuss the day's events in private in a diary or journal, or tell a buddy about something intriguing that happened at work or school, we are using narrative writing.

In the form of a series of acts that were linked together to make an event that occurred at a specific point in time.

G. Structures of Narrative Text

Budi states that the steps for constructing a narrative are (Gee, 2008: 15-39):

1. Orientation

Which the author uses to teach the reader about the story's primary characters, the setting, and the time period in which the action occurs. (This may be a paragraph, a picture, or the first chapter.)

2. Complication

A succession of events propels the plot along, and we normally expect some form of obstacle or trouble to develop during this time. It wouldn't be nearly as exciting if something unexpected didn't occur. This complication will affect the main characters and will frequently serve to (temporarily) push them toward their goal. The difficulties we confront in life are mirrored in narrative, which tends to comfort us that they are resolvable.

3. Resolution

A solution to the problem is found in a satisfying story. The intricacy may be handled successfully or poorly, but it is rarely left unresolved (though this is conceivable in some narrative styles that leave us wondering how the story will end?).

4. Re-orientation

Reorientation is a closing sentence that tells the last condition of the character in the story or the moral message of the story.

H. Language Features of Narrative Text

According to Anderson, the language features that are commonly present in story are:

1. Specific characters
2. Time words that connect to tell when they occur
3. Verbs to show the actions that occur in the story
4. Descriptive words to portray the characters and setting

I. Previous Studies

In connection with this, Nur'aini once conducted a study entitled "The Effectiveness of Scanning technique on Students' Reading of Recount Text". She examined the effect on junior high school students. By using experimental and quasi-experimental quantitative methods. The researcher conducted this study to see whether the scanning reading technique was effective in improving students' ability to answer text recount text. The researcher examines the effect of scanning techniques, while the authors focus on examining students' abilities in using scanning technique. The author wants to know the students'

understanding in using scanning techniques just to facilitate the material in a short time during research.

Another study, "The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text in Grade Ten of SMAN 2 Pematangsiantara," was discussed by Yanti Kritina Sinaga. The researcher wanted to see if scanning approach had a substantial impact on students' reading comprehension in narrative literature. She used quantitative approaches to investigate senior high school students. Pre-test and treatment post-test are the instruments employed. The data was evaluated using the T-test procedure. The author's focus is on students' ability to employ scanning tactics in narrative texts, whereas the researcher's focus is on the influence of scanning techniques on reading comprehension in narrative texts.

The next researcher, Abdul Hadi Setiawan, discusses "The Use of Skimming and Scanning techniques on reading comprehension for TOEFL". Researcher conducted research on students majoring in English. Researcher use experimental quantitative methods. Data obtained through pre-test, post-test, and questioner. Researcher focus on two techniques, while the authors only focus on one technique, namely scanning techniques.

This research focuses on the effectiveness of scanning technique on the students' reading comprehension in narrative text. Researcher only uses one technique, namely the scanning technique. This technique can be used on sequential text.