CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Reading Comprehension

1. Definition of Reading Comprehension

The act of connecting information in a passage with prior knowledge to build meaning is known as reading comprehension. According to Duffy Gerald G. (2009: 14), comprehension is the essence of reading because the objective of written language is message conveyance. If the readers do not understand the message, this indicates that they are not reading. According to Ruddell (1994), comprehension is a process in which a reader constructs meaning while interacting with text by combining prior knowledge and previous experience, information in the text, reader tasks in relation to the text, and immediate, remembered, or anticipated social interactions and communication.

According to the statement above, comprehension or understanding in all reading activities is a key aspect of skill learning. Students must be able to read a text with multiple sentences and identify the key topic to which all of the sentences pertain. After the reader understands what is most important, he or she must be able to recognize.

2. Levels of Reading Comprehension

There are four stages of reading comprehension, according to Burns (1984). The following degrees of comprehension can tell us how much children understand about the reading material and which level they have reached:

a. Literal Comprehension

The foundation of literal comprehension is recognizing expressed the primary idea, detailed caused following sequence. It also necessitates a higher level of comprehension. This level requires an understanding of vocabulary, sentence meaning, and paragraph meaning.

b. Interpretive Comprehension

Reading between the lines or making inferences is an example of interpretative understanding. It is the process of obtaining ideas from implicit rather than explicit statements. Interpretative reading skills include:

1. Inferring main ideas of passage in which the main ideas are not directly stated

2. Inferring cause-effect relationship when they are not directly stated

3. Inferring referent of adverb

4. Inferring referents of pronouns

5. Inferring omitted words

6. Detecting mood

7. Drawing conclusion

c. Critical Comprehension

Critical comprehension is the process of analyzing written content by comparing the ideas found in it to known standards and generating conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until all of the data has been reviewed. Literal comprehension is essential for critical reading, and understanding implicit ideas is especially important.

d. Creative Comprehension

Going beyond the material supplied by the author is an example of creative comprehension. It challenges readers to think while they read, exactly like critical reading, and to engage their imaginations. From the concepts garnered from the book, the reader generates a new idea, a solution to a problem, or a new way of looking at something through creative reading.

B. Narrative Text

1. Definition of Narrative Text

A narrative text is one that is written to amuse or entertain readers and does not have to be factual. It should describe an occurrence that the audience would find interesting. It should be detailed, clear, and chronologically organized.

It is taught to tenth grade students in senior high school. Anderson (1997: 8) defines narrative as "a piece of writing that tells a tale and entertains or instructs the reader or listener." According to Meyers (2005: 52), narrative is one of the most powerful means of communicating with people.

2. Generic Structures of Narrative Text

According to Anderson and Anderson (1998), the structures of narrative text is as follows:

a. Orientation

Every story, no matter how simple, requires an orientation. An orientation is an introduction to the character, period, and setting of the story. It is hard to describe a story without understanding the people who have been established in a specific time and place.

b. Complication

The story's crisis emerges in this section. The plot is propelled forward by a succession of occurrences that the reader anticipates will result in a problem. This difficulty will involve the main character and will frequently help to keep them (temporarily) from achieving their goal.

c. Resolution

For better or worse, the difficulty that occurred in the story will be addressed, but rarely will the issue be left fully unresolved, leaving the reader wondering how the story will end.

3. Language Features of Narrative Text

According to Mark and Katy Aderson (2003), each text type includes each attribute, including its language qualities,. It is thought that knowing and understanding the language features will make learning easier for students. Some language features that are commonly seen in narrative texts are as follows:

a.   Specific characters

b.   Time words that connect events to indicate when they occur: simple past tense and past continuous tense

c.   Verbs to indicate the story's actions

d.   Relational verbs to describe the characters and setting

e.   Connectives or conjunctions to help the story flow

f.   Descriptive words to describe the characters and setting

C. Story Mapping

1. Definition of Story Mapping

The psychological models of understanding and memory, which are employed by both adults and children to store some information in their memories, are the origins of story mapping. Story mapping is similar to story grammar. Story mapping helps the reader recognize the story in their memories. Story mapping, according to Mathes et al. (1997), is essentially a graphic depiction of story grammar parts. Furthermore, Farris (2004) noted that mapping is an effective tool for teaching narrative text, as well as a

strategy for improving note taking and creative thinking skills. Because the reader may simply explain the story structure and arrange the main events in sequential order by writing key words or important information by using this strategy.

Story mapping is a technique that uses a graphic or description to portray a story in a semantic visual format. This story mapping is used to identify and organize the story's main events in chronological order. A story mapping also provides a method for providing an overview of a story. As a result, the researcher can conclude that story mapping is a strategy used in teaching reading by asking students to create a map in the form of a circle, brunch, or other form that divides the story into distinct portions. Typically, story mapping is used to teach reading comprehension. Story mapping is a strategy that can assist students enhance their reading comprehension.

Based on the preceding statement, it is possible to deduce that story mapping is a method or approach for understanding a story by showing it in the form of a chart or map. And it helps someone understand the entire story.

2. Procedures of Story Mapping

According to Farris (2004), before using this technique, the teacher should be very familiar with how to apply and use it. The usual procedures to follow while creating a simple story mapping is as follows:

a. Read the story. Write a summary of the story's primary themes, key events, and characters in a logical order.

b. Place the story's title, theme, or topic in the center of the graphic story map in a prominent box or at the top of the semantic chart.

c. Draw enough ties extending symmetrically from the center of the map to accommodate the important plot events. Attach relevant bits of information or second-level information from the summary list to these ties in chronological sequence, working your way clockwise around the center. The semantically organized chart is simply arranged by story elements, and data is moved to it as needed.

d. Create extra ties that project out symmetrically from each secondary box to fit the significant details related with the primary plot event, including pertinent information from the summary list.

e. Check the final semantic chart or story map for accuracy.

3. Advantages of Story Mapping

According to Pamela (2004), teachers become more interested in thinking about the structure of the story they want to teach and how each component of the story links to the others when they are developed as part of the process of preparing a reading lesson. As a result, by completing the story mapping chart, students may better focus on their lesson. And story mapping allows for more purposeful education. The students will achieve a higher level of quality, and their learning objectives will be met flawlessly. There are some advantages of story mapping for students, such as:

a. They will comprehend how the story components fit together more easily.

b. By mapping, students can save some story content in their personal schema.

c. It makes it easier to recall story aspects more completely.

d. It improves students' capacity to interpret the story by having them visualize the characters, events, and setting.

e. By structuring and sequencing important story events, it helps improve students' comprehension of selection.

f. It will raise students' knowledge of the interconnectedness of story characters and events.

g. To help students acquire a sense of story, which will aid in story telling, retelling, and writing.

h. Students' knowledge is constantly put to use when they predict what will happen next in one story after another.

D. Brainstorming

1. Definition of Brainstorming

Brainstorming approach is a group strategy for generating various new ideas for problem solving. Alex Faickney Osborn popularized the method in his book Applied Imagination in the late 1930s. According to Navaee and Asadi (2015: 28), Osborn "introduced specific technique for creative problem solving including one strategy termed brainstorming for creative collaboration of groups." Crawford and Saul (2005: 9) defined brainstorming as "a process for generating multiple thoughts about a topic."

The brainstorming rule is to think about many ideas, various ideas, and to defer judgment until ideas come. Individuals, pairs, small groups, or the entire class can brainstorm.

According to Lenski and Lewis (2008: 334), brainstorming is the process of developing original thinking in small groups. According to the example above, brainstorming is a small group activity used to generate ideas. The goal is to generate as many ideas as possible within a given timeframe. These ideas are not reviewed until the conclusion, and a diverse range of concepts is frequently generated. Each generated concept does not have to be usable. Instead, original concepts might be considered as a jumping-off point for more practical concepts. The brainstorming principle states that we need a large number of ideas in order to generate good ideas. It is also pleasurable and beneficial to use. It taps into a team's creativity and allows team members to generate ideas and issues rapidly (Sallis 2010: 198). According to the view offered by certain experts above, brainstorming strategy is a method for producing many ideas. Brainstorming is a group creative approach that is aimed to create a huge number of ideas for a problem solution. As a result, it aids the reader in comprehending the entire story.

2. Procedures of Brainstorming

There are various methods that the researcher should follow when teaching reading utilizing the brainstorming strategy. Crawford and Saul

(2005: 29) suggest that the following are the basic procedures for applying the brainstorming strategy:

1. Brainstorming was presented first by the teacher.

2. Identify the topic or issue.

3. Students are given a time limit in which to complete issues.

4. The teacher encourages students to generate ideas, as long as they are relevant to the situation. Remember to tell kids not to criticize one another.

5. Write their ideas as they are expressed.

6. The teacher asks the students to discuss their ideas.

3. Advantages of Brainstorming

According to Mukrima (2014: 101) the advantages of brainstorming are as follows:

a. Students consider expressing their own thoughts.

b. Students are taught to think clearly and rapidly.

c. Students are constantly ready to argue a topic assigned by the teacher.

d. Has the potential to boost student participation in receiving teachings.

e. Motivating less active students to become more active.

f. There is healthy competitiveness among students.

g. Students are joyful and liberated.

h. A democratic atmosphere and discipline can be fostered.

E. Previous Studies

In conducting this research, the researcher takes review from other previous research which investigate the related topic. There are some studies that have been conducted.

The first research was conducted by Rizka Amalia (2017) entitled "The Effectiveness of Using Story Mapping Technique on Students' Reading Comprehension of Narrative Text". Based on the result of statistical calculation, it was obtained that the value of t observation (to) is 3,78. The degree of freedom (df) is 68 and the value of significant is 5% (0,05). In the table of significance, it can be seen that on the degree of freedom (df) 68 and the value of significance 0,05 (5%), the value of degree significance is 1,667. It indicated that to > tt (3,78 > 1,667). Therefore, from the data, it can be inferred that the value of to was higher than tt. In short, the null hypothesis (Ho) stated that "there is no significant difference between the students' comprehension of narrative text by using story mapping technique and without using story mapping technique at eighth grade of SMPN 127 Jakarta", is rejected.

The second research was conducted by Rahmah Hidayatul Amini (2020) entitled "The Effect of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text". Based on the result of statistical calculation, it was obtained that the value of t observation (to) is 9,626. The degree of freedom (df) is 60 and the value of significant is 5% (0,05). In the table of significance, it can be seen that on the degree of freedom (df) 60 and the value of significance 0.05 (5%), the value of degree significance is 2,00. It

indicated that to > tt (9,626 > 2,00). Therefore, from the data, it can be inferred that the value of to was higher than tt. In short, the null hypothesis (Ho) stated that "there is no significant effect of using story mapping technique toward the students' reading comprehension of narrative text in MA Hidayatul Insan Palangka Raya", is rejected.

The third research was conducted by Nur Aini, Sudarsono, and Luwandi Suhartono (2017) entitled "The Effect of the Use of Story Map on Students' Narrative Text Reading Comprehension". Based on the result of statistical calculation, the use of story map is significant in teaching reading comprehension on narrative text for eight grade students of MTs Darul Ulum Kubu Raya. It showed by the students' score of post-test is better than their score in pretest before the teatment is given. The mean score of pre-test is 57,88 and the mean score of post-test is 70,53. The students have significant diference before and after researcher gave teratment. It can be seen by the value of t-test is lower than t-table -2,093 > -8,72. The effect size of using story map to the students' reading comprehension on narrative text is 0,73 (Moderate criteria). Teaching reading comprehension on narrative text by using story map to the eight grade of MTs Darul Ulum Kubu Raya in academic year 2016/2017 hash been proved significant and the significance is moderate. In the other word, the alternative hypothesis is accepted while the null hypothesis is rejected.