CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical frameworks that related to this study. This chapter covers to review of related literature that gives about the topic. This chapter includes some theories of reading comprehension, narrative text and quizzes.

1. **Reading comprehension**

   a. **Reading**

   According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.2 Based on theory of Daiek, reading is a process that depends on the skill of the author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of the sentence and then explore it to be sentences or paragraph.

   According to Tarigan (1990) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. According to Burns et al. (1984), reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.3 Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

   From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand

the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the student"s mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are:

(1) Reading requires purpose and motivation (interested, need).

(2) Reading requires the meaning for the learner.

(3) The teacher must bring much background information to any reading task.

(4) Reading is an active process that requires the learner to be active in his learning to read

(5) Reading skills to need the forming of habits.

(6) Knowledge of syntactic structure and reading comprehension is important.

(7) Reading requires practice time on task.

(8) Favorable attitudes are important for effective reading.

(9) Reading capabilities are different for each student

(10) Reason for reading is important to be an effective reader.

It is important to apply these principles of learning to the students" mastery of the reading skills in order to make the learning process to be efficient and effective.

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to

say that the reason he is reading a text will influence the way he reads it. Reading a short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers" purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.9 On the other hand, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

b. Comprehension

Comprehension is as the process by which a person understands the meaning of the written or spoken language.10 It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension. It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

Comprehension means different things to different people.Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation of the picture in the reader"s mind of what the text is about.

c. Reading Comprehension

According to Collins English Learner's Dictionary, reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. Comprehension is the ability to understand something with full knowledge and meaning. In Longman Dictionary, perceiving a written text in order to understand its contents is called comprehension. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

Many experts define reading comprehension description in a different thought. Rubbin (1994) as cited by Atikah (2009) describes that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension there would be no reading. We need comprehension to read. Reading and comprehension are regarded as one activity that cannot be separated.

Goodman states reading comprehension is as an interaction between thought and language. 15 it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

Level of comprehension refers to the degree to which a reader can be categorized as good as poor readers, proficiency or less proficiency readers.

2. Narrative Text

a. Definition Narrative Text

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Narrative text is a type of genre whose series of events or stories from time to time are described in the order of beginning, middle and end. So it must be chronological, meaning that it is told in a coherent way and should not jump around.

The simple way, a narrative test is structured firstly by having orientation which introduces the readers about the setting of the story; either the place setting or time, or might be both of them. It is also recognize who are the characters or anyone who takes account in the story. After the orientation is set, the story flows to an introductory stage that moves to the complication where certain conflicts are found between the characters. The final stage of resolution is revealed as problem solving stage when the conflict is intensively down.

b. Purpose of Narrative Text

The basic purpose of narrative text is to entertain and interest the reader by presenting a story or event that has a problem that causes conflict, and at the end of the story there is a resolution or a happy or even sad ending. Actually, narrative texts are not only limited to stories that smell mystical, fiction, legends, fairy tales or fables, but other stories in the form of adventures, mysteries and all kinds of stories. In essence, narrative text is about stories. But in-school lessons, narrative texts are usually only used to show fictional stories such as fairy tales or legends.

c. General Structure

(1) Orientation: set the scene and introduce the participants

(2) Complications: crises, conflicts, or problems arise

(3) Resolution: the crisis or problem is resolved, for better or for worse

(4) Re-Orientation : Optional (not necessary).

3. **Quizzes**

   a. **Definition quizziz**

   According to Leony who wrote in his Journal stated that quizizz is a "game-based educational application, which brings multiplayer activity to the classroom and make it in practice class interactive and fun". Using quizizz, participants students can do exercises in class on electronic devices. Quizizz invites students to compete and motivate each other they learn so that their learning outcomes increase.

   So it can be concluded that educational game media is a learning tool made in the form of use games increase students' learning motivation and create results maximum learning.

   b. **Steps to use quizzes**

   1) Open the link https://quizizz.com/

   2) Click sign up for account registration or login if you already have one account

   3) Click "sign up with google" for those who have a google account or "sign up with email" if you want to use email.

   4) choose according to the current profession, whether teachers, students? or parents.

   5) Enter country, zip code, school name.

   6) Click Organizer and click continue

   How to make questions on quiz:

   1) Click open quiz creator

2) Enter the name of the quiz, subject and click "next"

3) Click create new question to create a question

4) Enter the question you want to make

5) Select "single answer" for one correct answer and select "multiple" select" for more than one correct answer.

6) Choose the correct answer by clicking the check mark next to the correct answer until it turns green. Set time by clicking the time stamp in the lower-left corner "30" seconds" if you have clicked "save" to save and "cancel" to cancel making saol.

7) The next step, start the quiz directly with a click "live game" if you want to directly wait for the respondent or click "homework game" to give the date of work time.

8) Set the quiz as desired. When finished set "Proceed". Then share the link https://quizizz.com/join and ask students to enter the code as seen on the screen.

9) Ask students to enter names.

10) Quiz can be started after students join the quiz (for live game), the teacher just clicks start

c. **The advantages and disadvantages of educational quizizz**

   1) **The advantages**

      a) The features displayed are numerous, such as providing data and statistics on student performance, and knowing which students got the highest score.

      b) Quizizz can be used in class directly or outside of class (homework).

      c) Can display results in excel form so it's easy to be analyzed.

d) Each question can be adjusted in duration.

e) Display more interesting learning.

f) Attractive clear combined display using code.

g) Very easy exam configuration.

h) Questions can be shared with other quizizz accounts.

2) **The disadvantages**

a) Requires internet access.

b) Requires Pc or Smartphone device.

c) Can't choose the easy questions first to work on

4. Previous study

In order to test the actuality of the research topic, it is necessary to do a preliminary study. It is a study of the results of previous research which take a rhythmic theme. After the researcher conducted a search on the title which is in sync, it is obtained as follows:

a. Pratama, Eric Yudha (2015) in the Implementation of Blended Learning Method of Using Edmodo to Improve Students' Reading Comprehension. Researchers investigated that there was a significant effect of students' reading attainment of understanding after being taught through Edmodo and conventional reading activities are significantly different. This means that blended learning method using etmodo is effective to increase students' interest in learning. achievement of reading comprehension.

b. Mei, (2018). The main purpose of this research is evaluating the effectively interesting of students for Arabic class by implement of Quizizz is a game based

learning in the Arabic classroom of Sultan Idris Education University Malaysia . The researchers tested 85 students for 3 sections during Arabic course titled "Arabic skill". And created 20 questions relevant to the topics which are students already learned before by using Quizizz as games based learning for 20 minutes before finishing Arabic class once the students feel very tired, sleeping and bored for their Arabic class. And a set of questioners was distributed to those students regarding to their opinion of implementing Quizizz during the Arabic class. According to testing the implementation of Quizizz by researcher during the Arabic skill classroom, found that all students were very active to answer the questions which provided by researches, and more concentrated on the topic. And the results of the questioners shows that the students displayed the position attitude for quizizz as a online teaching and assessment tool during the Arabic class.

c. Candra Hadi Asmara, Ribeh Najib Muhammad, Qothrunnada Almubarok (2022). In this current era of technology, the use of online-based learning media that suits the needs of students can improve their learning skills, so teachers need to know the media criteria that must be applied to attract students' learning interests and those materials can be well received by students. Quizizz is one of those quiz-shaped and 4.0-based apps which is already popular among higher education. Quizizz can be used to train reading skills, especially students in English because in the application many features allow students to enhance their reading interest. The purpose of this study is that researchers will identify the influence of the Quizizz application on students' reading ability. The method used in this study

was experimental. The instrument used is a test sheet. For data collection techniques conducted is to conduct a pre-test at the beginning of learning and a post-test at the end of learning, so that it can be seen the influence of the application of Quizizz application, in this case, improve students' English reading skills.