CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

There are some previous studies related to this research. This study looked at the analysis of reading and understanding narrative texts using short story SMAN 12 Bandar Lampung below is the previous one research:

Handayani penned the first "Using Children Short Stories to Enhance Student's Reading Comprehension" (2013). This study demonstrated how teaching children's short stories might improve their reading comprehension skills. The researchers conducted action research in the classroom. I employed three cycles of treatments in their classroom action research to determine the reading comprehension improvement of the pupils. A cycle consists of the following four steps: plan, act, observe, and reflect. In order to verify whether or not the student's reading comprehension had increased, the researcher also executed cycle 3. Tests, questionnaires, interviews, and observations were the research's instruments. Every tool utilized is aimed at determining how children's short story reading can enhance pupils' reading comprehension.and how the pupils felt about using children's short stories to teach reading.The researchers obtained their findings after employing three rounds. The average score of the pupils increased from 61.06 in the diagnostic test to 76.28 in the cycle 3 therapeutic test, according to the results. It demonstrated how using kids' short stories to improve reading comprehension might benefit pupils. Furthermore, the examination of the interview and questionnaire revealed that the majority of students responded well to the usage of children's short stories in the classroom.

The second previous study, entitled "Utilizing Short story to Improve the Student's Reading Comprehension Achievement." The objective of The purpose of this study is to ascertain (1) whether there are any appreciable differences in the student's comprehension of short stories, (2) which parts of reading are most impacted by short stories, and (3) how the students respond to short stories. Thirty students in the second year of SMAN 1 Sindang Indramayu made up the research population. The substantial difference was analyzed using a single group time series design. In addition, surveys and interviews were conducted to gauge the student's responses to the short story. The pre-test means are 52.6, 56.7, and 57. In contrast, the post-test means are 49, 58, and 73.1. Given the substantial (2-tailed) value of (p=0.000, p<0.05), the hypothesis was found to be valid. The pupils responded favorably to learning through the use of short stories, and the particular information was found to have increased the most. As a result, using short stories as teaching materials for English in reading classes is appropriate and suggested.

The third study by Kurniawan (2016) did a study entitled "The effectiveness of herringbone strategy to teach reading of narrative text". His study tried to find out the effectiveness to teach reading of narrative text. It is experimental research. The population of the study was the 10th grade students of SMAN 24 Semarang in the academic year 2015/2016. The finding of the study was the activity in the class more interesting 64 by using herringbone strategy in reading comprehension. The students were also more enthusiastic.

The fourth previous study that the researcher has read from the journal, entitled "Teaching Reading Comprehension through Short Stories in Advance Classes" was written by Omid and Nasibeh Kohan (2013). They studied how the use of short story can give many benefits in Language class, especially in teaching reading comprehension. In their research,they used quasi experimental research. It means that they used two classes. The classes are experimental and controlled. In the

experimental class the researchers taught reading by using a collection of short stories. Whereas in the controlled class, the researchers taught reading by using reading books, internet, magazine (without using short stories). To get the data, the researchers used a test as the instrument. Then, the researchers analyzed the data obtained by using T-tests. The researcher's t-value (4.693) is bigger than t-table (2.02) at 40 degrees of freedom. It means that students in the experimental class did better on the comprehension test than those in the controlled class.

These relevant researches have the similarity with the researcher's research. The similarity is investigating reading comprehension. The difference is the researcher's research will analyze student's reading comprehension of narrative text which uses descriptive quantitative design, while the relevant research was conducted to analyze reading comprehension in the different cases and use the different design.

2.2 THEORETICAL FRAMEWORK

2.2.1 The Concept of Reading

Reading is an activity with a purpose. According to Sheeba and Ahmad (2018), the right strategy for reading comprehension is also determined by the goal of the reading. It is sufficient to understand the pricing information on the menu in order to determine whether or not a person can afford to eat at a given restaurant; she does not need to know the names of all the appetizers that are offered. A person who reads poetry for pleasure should be able to identify the vocabulary and compositional devices used by the eight poets, but not the central concept and elements that support it.

Reading can take different forms, such as reading books, articles, websites, emails, or even text messages. It can be done silently, mentally, or aloud. Reading can serve various purposes, such as

gaining knowledge, enjoying literature, researching, studying, or staying informed. Furthermore, reading is a lifelong skill that continues to develop and refine throughout a person's life. It is an important aspect of education, and literacy rates are often considered indicators of a society's development and intellectual growth.

According to Dalman (2014) states reading is an activity or cognitive process that seeks to find various information contained in writing. Reading is a process carried out and used by readers to obtain messages conveyed by the researcher through the medium of words or written language.

In summary, reading is the process of interpreting and understanding written language. It involves decoding written symbols, comprehending their meaning, and engaging with the ideas and information presented in the text. Reading requires various skills, including decoding, vocabulary knowledge, comprehension strategies, critical thinking, and background knowledge. It is a fundamental and lifelong skill that is essential for learning, communication, and accessing information in different contexts. Reading plays a crucial role in education, cognitive development, language acquisition, and cultural enrichment.

2.2.2 The Concept of Reading Comprehension

Proficiency in reading comprehension is crucial for students learning English, particularly those who are learning the language as a second language. The process of reading comprehension entails coordinating the reader's past linguistic and global knowledge. To improve their ability to read texts and their reading comprehension, children should be encouraged to participate in reading activities. According to Lapp et al. (2009), reading comprehension abilities become increasingly important for students as they advance in their education and the emphasis shifts from teaching reading to learning to reading. Understanding written speech is what reading is, it's an interactive

process where the reader uses the text to communicate with the researcher and exchange ideas of giving readers a message (transfer of meaning) from the researcher. According to Ningsih (2015), if the reader understands the researcher's message, the process will proceed. The message itself conveys the concepts of writing, knowledge, opinion, and fact. Additionally, according to Catherine (2002), reading comprehension is the act of concurrently deriving and creating meaning from written language through engagement and involvement. Reading comprehension is a advance cognitive skill that involves the ability to combine textual information with the reader's or listener's prior knowledge to create a mental image. The relevance of taking into account the various cognitive processes involved in text comprehension is emphasized by current reading comprehension models. For instance, it is generally accepted that memory, in both its short- and long-term components, plays a crucial role. Therefore, comprehension is the process of understanding and deriving meaning from a reading text. Stated differently, the objective of reading is to achieve reading comprehension.

2.2.3 Types of Reading

There are some types of reading that are proposed by one of the experts. According to Fideles (2009) there are five types of reading, they are:

a) Scanning This is looking over a text quickly to get a specific piece of information.

b) Skimming Looking over the text quickly to get general ideas of the content, your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.

c) Sub-vocalisation This is reading very slowly and methodically, either saying the words out loud or at least with a 'voice' in your head. It is painstaking but very slow. We tend to use it when trying

out a recipe for the first time, or carrying out instructions as to how to assemble something we've bought.

d) Light Reading This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel.

e) Study Reading Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole summarized.

2.2.4 The Concept Of Narrative Text

A narrative text is a type of writing that conveys a tale. It describes a series of events, usually incorporating characters, a setting, and a storyline. The primary goal of narrative writing is to interest readers by describing a series of interconnected events that lead to a central theme or message.

Here are some important components of narrative text:

a. Plot: The series of events that comprise the story. This section covers the introduction, increasing action, climax, declining action, and resolution.

b. Characters: The people who participate in the story's events. They can be heroes, antagonists, or supporting characters, and their progression is critical to the story.

c. Setting: The time and place in which the tale takes place. It serves to establish the narrative's background and atmosphere.

d. Conflict is the central problem or challenge that drives the plot. This could be an internal struggle within a character, an outward struggle between characters, or a conflict between a character and their surroundings.

e. Theme refers to the story's underlying message or fundamental idea. It is what the story conveys about life, human nature, and society.

f. Point of View: The perspective through which the story is told. It can be written in first person (from the perspective of a character in the story), third person limited (focusing on one character's experiences), or third person omniscient.

Narrative writings come in many forms, including novels, short tales, memoirs, and even some nonfiction. They are distinguished by their capacity to transport readers to another planet or scenario, frequently eliciting emotions and thoughts as the story unfolds.

2.2.5 Generic Structure Of Narrative Text

The Basic Structures and Linguistic Features of Narrative According to Anderson in Mulyaningsih (2013), the fundamental elements of a narrative text are orientation, intricacy, evaluation, resolution, and coda. The following are enumerated by Mislaini (2015) as linguistic traits of narrative texts:

Sentence forms

(a) Simple Past Tense

b) Usually begins with the adverb of time and

c) Time Adverbs: once, once upon a time, long ago, and so forth.

To ensure that readers get the idea of narrative text generic structure, the text below serves as an example of a story based on its generic structure.

PINOCCHIO

Orientation

There once was a puppeteer by the name of Geppetto. Despite his great desire to have a son, his wife passed away a number of years ago. He had the notion to create a puppet one day to help him avoid loneliness once more. He worked on his puppet all day.

Complication

Pinocchio went home late one day because he was bored. Geppetto questioned Pinocchio when he eventually returned home. Although he claimed to be at school, he wasn't. Pinocchio's nose began to grow longer and longer right away, indicating that he had lied. The circus owner abducted Pinocchio early the following morning. Pinocchio was soon working as a circus slave. He was a talking puppet, which is why he was so well-known. Given that Pinocchio had not been returning home for nearly two days, Geppetto was concerned concerning him. He looked everywhere for Pinocchio, but he was unsuccessful. He was crushed by a large wave when he went looking for him in the ocean. When he awoke, he was then within the whale's stomach.

Resolution

On the other hand, Pinocchio was able to leave the circus at last. When he returned home, no one was there. He later explored the sea for Geppetto. He met Geppetto in the whale's stomach after suffering the same mishap as the latter. They both made a fire to escape its stomach.

Reorientation

In the end of the story, they went home together and lived happily ever after.

2.2.6 Types of Narrative Text

Senior High School students must be familiar with types of narrative text because when in kindergarten and elementary school they have been told many times about stories related to legend, fairy tale, folktale, or fable. According to Nuning as cited in Khusnul (2017) state that there are several different types of narrative text, as follow:

a. Legend

A legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, A Survey traditional and historicized narrative performed in a conventional model, for instance, Toba Lake, Roro Jonggrang, and Sangkuriang.

b. Fable

A fable is a short allegorical narrative that has animals as characters who speak like human beings. For example, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

c. Fairy tale

A fairy tale typically features folkloric characteristics as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instance, Snow White, Cinderella, and Rapunzel.

d. Science fiction Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science

and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

2.2.6 The Concept of Short story

A short story is different from a novel. Erchun (quoted by Liu, 2009:142) defines a short story as a cross section of wood. It is short in length, varied in both structure and material source, simple in characterization and plot progression. The variations of short story increased rapidly. They influence each other and compete with each other.While Poe (in Shodhganga, n.d) defines short story as a narrative fiction, having a unity of effect or expressions, the reading of which could be completed at one sitting. Kelly (n.d) states, A short story generally runs to 10,000 words maximum. Furthermore, Writer Relief (2010) states, a short story could be as long as 500 - 30,000 words. Based on the explanations above, the researcher concludes that a short story is one type of narrative writing that has simple characterization and plots which are different from a novel. Short story usually contain 500 to 30.000 maximum words that could be finished in one sitting. In treatment i used 3 examples of short story, namely : Pinnochio, Malin Kundang, and Cindrella

2.2.7 Types of Short story

The setting of a short story is often simplified (one time and place), and one or two main characters may be introduced without full backstories. In this concise, concentrated format, every word and story detail has to work extra hard!

Short stories typically focus on a single plot instead of multiple subplots, as you might see in novels. Some stories follow a traditional narrative arc, with exposition (description) at the beginning, rising action, a climax (peak moment of conflict or action), and a resolution at the end.

However, contemporary short fiction is more likely to begin in the middle of the action (in medias res), drawing readers right into a dramatic scene.

While short stories of the past often revolved around a central theme or moral lesson, today it is common to find stories with ambiguous endings. This type of unresolved story invites open-ended readings and suggests a more complex understanding of reality and human behavior.

The short story genre is well suited to experimentation in prose writing style and form, but most short story authors still work to create a distinct mood using classic literary devices (point of view, imagery, foreshadowing, metaphor, diction/word choice, tone, and sentence structure).

Action, adventure, biography, comedy, crime, detective, drama, dystopia, fable, fantasy, history, horror, mystery, philosophy, politics, romance, satire, science fiction, supernatural, thriller, tragedy, and Western are just a few of the many genres in which short stories can be found. The following list of well-liked short story genres, literary forms, and authors corresponds with them:

a. Fable: A tale that provides a moral lesson, often using animals, mythical creatures, forces of nature, or inanimate objects to come to life (Brothers Grimm, Aesop)

b. Flash fiction: A story between 5 to 2,000 words that lacks traditional plot structure or character development and is often characterized by a surprise or twist of fate (Lydia Davis)

c. Mini saga: A type of micro-fiction using exactly 50 words (!) to tell a story

d. Vignette: A descriptive scene or defining moment that does not contain a complete plot or narrative but reveals an important detail about a character or idea (Sandra Cisneros)

e. Modernism: Experimenting with narrative form, style, and chronology (inner monologues, stream of consciousness) to capture the experience of an individual (James Joyce, Virginia Woolf)

f. Postmodernism: Using fragmentation, paradox, or unreliable narrators to explore the relationship between the researcher, reader, and text (Donald Barthelme, Jorge Luis Borges)

g. Magical realism: Combining realistic narrative or setting with elements of surrealism, dreams, or fantasy (Gabriel García Márquez)

h. Minimalism: Writing characterized by brevity, straightforward language, and a lack of plot resolutions (Raymond Carver, Amy Hempel)

2.2.8 Teaching Reading Using Short story

Using short stories as teaching material and strategy in teaching is a very good way, especially to enhance their reading comprehension. This is because short stories provide motivation through moral lessons and get students involved in learning activities. Short stories also give students time to interact with the text by reading the whole story from various short stories. Besides that, short stories are also interesting because the stories are very diverse and it enriches student's vocabulary. Finally, short stories also make students think critically through what is conveyed by the stories.

To teach reading using Short story, the researcher provided narrative text material, after explaining about narrative text, the researcher will present questions about narrative text, then students are asked to work on these questions to rebuild their memory about the narrative text that has just been given.