

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter the researcher presents about review of related literature which contains of definition of reading comprehension, aspects in reading comprehension, teaching reading comprehension, definition of narrative text, generic structure of narrative text, types of narrative text, definition of inside-outside circle, procedure of inside-outside circle, and previous of the study.

#### **2.1 Reading Comprehension**

##### **2.1.1 Definition of Reading Comprehension**

Reading cannot be separated from comprehension because reading and comprehension is a package. By combining reading and comprehension, it will be easier for students to understand written texts and author's intention. In line with this, Roehl and Shiue (2013) state that reading comprehension skills allow us to read proficiently, to learn effectively and to conceptualize a text or reading materials. It means that, people or students who read a text while comprehend it will get a lot of benefits in gathering, learning and conceptualizing the information from the text. (Dallmann, Rouch, Char, & DeBoer, 1982: 25) state that reading comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language.

In addition, Bos and Vaughn (1991:92) in Handayani (2015) state that reading comprehension is a process of constructing meaning by integrating the information which is provided by the writer with the reader's prior knowledge. According to Graham and Hebert (2010:13), comprehending a text involves

actively creating meaning by building relationships among ideas in text, and between the text and one's knowledge, beliefs, and experiences. It means that, if the readers can combine the points above, they will comprehend a reading material easily.

### **2.1.2 Aspects in Reading Comprehension**

Dr. Eugenia Krimmel, stated that reading can be considered as an information- processing skill, which is composed of a number of cognitive sub-skills. There are some aspects in reading comprehension:

#### **1. Phonemic Awareness**

Every word is made up of a combination of individual units of sound, called phonemes. For instance, the word cat is made up of three individual sounds ; c/a/t. Phonemic awareness is the ability to hear, identify and manipulate these individual units of sound. It is the most fundamental skill children need to acquire when learning to read. Word games, language play, rhymes and simply reading are all very effective ways to develop phonemic awareness.

#### **2. Phonics**

Building directly from phonemic awareness, phonics is a method of instruction that introduces children to the link between letters and sounds, known as the alphabetic principle. One of the major difficulties children can have when learning to read understands the alphabetic principle. Failure to grasp that written spellings represent the sounds of spoken words makes it difficult to recognize printed words. There are countless phonics activities available either online or in

books that can help children develop this critical skill, although these activities should always be complemented with regular reading.

### 3. Vocabulary

Every child approaches reading with different levels of ability. The larger a child's speaking and listening vocabulary, the more words they will be able to easily map to their reading and writing vocabularies. Reading a wide variety of books is one of the best ways for a child to expand their vocabulary. Some of the most fundamental words that a child will learn when starting to read are sight words like "is", "the", "and", "it", etc. that can often be spelled irregularly and therefore need to be learned "at sight". The first 100 sight words make up more than fifty per cent of most early texts, therefore they are very important for a child to develop early on in their reading journey.

### 4. Fluency

Fluency enables readers to quickly span the gap between recognizing a word and understanding its meaning. It's where the magic of reading takes place. Because fluent readers don't have to concentrate on decoding words, they can focus more on interpreting the meaning conveyed by words and sentences. Fluency is something that comes as a child develops their phonemic awareness, phonics skills and vocabulary. Regular reading practice is essential to developing fluency. Reading regularly to your child can also provide them with a vocal model to help them understand what fluent reading sounds like.

## 5. Comprehension

Reading for meaning is the ultimate goal of learning to read. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond. Asking your child questions or encouraging them to ask questions about a book they are reading is a great way to both monitor how much they understand and improve their comprehension.

### **2.1.3 Teaching Reading Comprehension**

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teacher can ask students some questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill so that they can read the texts effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: mind mapping, skimming, scanning. These can be real when the students read and interact with a various types of texts.

In short, in teaching reading the teacher should provide technique to the students to anticipate different type of reading texts. Therefore, reading technique should be matched with reading purpose to read efficiently and effectively. As Suparman (2005: 1) stated that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). To apply mind mapping as the technique in teaching reading means the students can get the main idea of text easier and specific information quickly by the keywords.

The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They used reading technique to make their reading effective and efficient. Inside-outside circle as one of reading technique may possible to be applied by Senior High School students in their reading narrative text.

#### **2.1.4 Assessment of Reading Comprehension**

Reading is a very simple word, but a very complex process. Its internal nature is what makes it so complicated. Reading comprehension refers to a student's ability to understand the meaning of a text. Thus, assessment for reading refers to the evaluation of student ability to understand text. Some believe a reading teacher can ask simple recall questions to see if a student has understood what was read. However, true reading comprehension goes far beyond simple recall.

In teaching reading comprehension, the researcher needs the assessment to evaluate the students' reading achievements. Here, there are some ways to assess the students' reading comprehension:

a. Predict

The first technique is to work on your students' ability to predict, which means to make an educated guess about what might happen. Effective predictions must make sense within the context of the reading. Start with making predictions before reading the text. Have students decipher the possible meanings of titles and subtitles. Examine any pictures or images and connect those to the titles. If there are graphs, have students try to explain what the graph might mean. Putting all this information together, students can guess at what might happen in the text.

Furthermore, do not only use predictions before the reading. In order to assess whether students understand text, stop at certain points throughout the reading to make predictions. Have students use the knowledge already learned about the characters and story elements to predict what will happen next. Lastly, return to all predictions after the selection is finished to see who was correct. How accurate and thoughtful your students' predictions are allows you to assess reading comprehension.

b. Identify

The second reading skill to use for assessment is identify, which means to indicate important elements of a reading. Two examples of those elements are the author's purpose, which is the reason for writing, and the themes, or the messages in the selection.

Identifying the author's purpose can help you evaluate how well a student understands the overall goal of the text. Texts are written for many reasons, but those reasons are rarely explicit. If your students can identify the author's purpose, it shows a deeper understanding of the text. The same is true for the themes. One way to assess for themes is to ask your students to state what lessons can be learned from the reading. Have them use details from the story to support their answers. Identifying the author's purpose and major themes will tell you if they are processing the important story elements in the text.

c. Visualization

Visualization is the next skill to assess, which means to see in one's mind all the details from the story. Helping students connect the written words with actual visible scenes is very important to understanding the content. First, help students organize the details in their minds. Reread written sections that are very descriptive. Ask students to think about the descriptive words and relate them to actual things they have seen.

Since visualization occurs within one's mind, it can be difficult to assess for this skill. A simple solution is to have students create character drawings. Assign students different characters from the reading. Then they have to draw the character based on textual details. In addition, you can use comic strips to assess for visualization of scenes and events in the story. Have each student create a comic strip that details all the important events from the text. This will clearly show which students are missing any of the main concepts.

#### d. Connect

The next reading skill is to connect, or link information. In terms of reading material, you want students to be able to link the reading to their personal lives, other reading materials, different subject areas and much more. Asking your students to respond to more creative questions will help them learn to make connections.

## **2.2 Narrative Text**

### **2.2.1 Definition of Narrative Text**

According to Rosyid (2010) stated that narrative text is an imaginative story to entertain people. It means that narrative text is kind of text which is in the past to entertain the readers with factual or imaginary story and to teach the moral value in the past. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners.

Wahidi (2009, p. 7) states that narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic of the events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Moreover, Gamble and Yates (2002, p. 20) state that narrative text relates a sequence of events. Narrative is not an aesthetic invention but the basic way in which we make sense



of our experiences. From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

### **2.2.2 Generic Structure of Narrative Texts**

Derewianka (1990: 32) in Devigantari Agusta (2015) states that the steps for constructing a narrative text are:

#### **1) Orientation: Character, Setting in time and place**

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

#### **2) Complication: The problem happens among the characters**

Where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

#### **3) Resolution: The problem is resolved**

The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

### 2.2.3 Types of Narrative Text

There are some kinds of narrative text. According to Anderson and Anderson, (1997:18) & Derewianka, (2004:40) state that there are many different types of narrative, those are: humor, romance, fairytale, crime, legend, myth, fable, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. Based on kinds of narrative above, the researcher utilized legend, myth, fable, and fairytale because they were suitable with students' basic knowledge.

#### a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. It's a simple story which relates to on how a place is formed. The examples: The Story of Banyuwangi, The Legend of Sura and Baya, The Legend of Tangkuban Perahu, The Story of Toba Lake.

#### b. Myth

Stories that are believed by some people but the stories can't be true. Myth usually played by gods and goddess that occur in another world (Kahyangan) and considered true happen in this world until now. Example: The Story of Rainbow, Eclipse, Nyai Roro Kidul, Gatotkaca, Barong in Bali

#### c. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples:

Mouse deer and crocodile, The Ants and the Grasshopper, The Smartest Parrot, The Story of Monkey and Crocodile.

#### d. Fairytale

Fairytale is a story involving fantastic forces and beings (such as fairies, wizards, and goblin). The examples of fairytale in narrative text are: Cinderella, Snow White, Pinocchio, Beauty and the Best, The story of Rapunzel, etc.

### **2.3 Inside-Outside Circle (IOC)**

#### **2.3.1 Definition of Inside-Outside Circle (IOC)**

In order to to make the students can be easily to develop their reading ability and make them more active in the teaching learning process, the researcher uses inside-outside circle method. An Inside-Outside Circle (IOC) is a method that requiring the students to work in pairs and in a group, It holds all students accountable for having something to say/share.

There are some definitions of inside-outside circle method based on some experts. According to Spencer Kagan, (1994:22) in Romanza (2015) says that inside-outside circle is a kind of methods under cooperative learning. Inside-outside circle is a summarization technique that get students up and moving. It provides a way to get students who normally would not talk to interact with others. Additionally, inside/outside circle is one of teaching learning English method to develop the students' reading ability. By this method,teacher can change the class atmosphere from boring situation to fun situation, it also can increase the comprehension of students.

Meanwhile, Cohen et al (2004:53), express that Inside/Outside Circle Strategy is a strategy that teachers may use to get students both up and moving and interactively answering question. It is clear that, the students can be active to discuss or share about something so, add their knowledge about the subject. Moreover, Smith (2006: 53), states that inside/outside strategy is a strategy that focus on large group discussions and actively involve all of students to share their ideas in the classroom. It gives students the opportunity to explain and clarify issues and opinions or can be used as a form of review. It means that inside/outside circle strategy is the group activity that gives the same opportunity for all of the students to show and confirm their ideas about the topic.

According to Gatot Mintarsono (2012) inside outside circle is a method where the students stand or sit in pairs in two concentric circles in each group, with the inside circle facing out and outside circle facing in. besides the practice is done in a group of students forming circles, students are endowed with the opportunities to interact with a different partner each time they rotate or step one or two steps to their right, or to their left, depending on the teacher's instruction. It could be a good strategy for getting or checking understanding on texts or practicing dialogues in the textbooks. This method is expected to be able to give an interesting activity to make the students make use of all their potential to do the given task successfully.

### **2.3.2 Procedure of Inside-Outside Circle**

Suprijonno (2009: 97-98) describes the procedure of inside-outside circle, as follows:

- a. The class is divided into several groups
- b. The group members stand or sit in pairs in two concentric circles with the inside circle facing out and the outside circle facing in
- c. Each pair, the original pair, has to do the task. All the original pairs work as the expert pairs to prepare the answers to share to their new partners in the next rotations
- d. After the original pairs finish their tasks, the outside partners rotate one step to their right or to their left to form a new pair with the inside partners who remain in their position, then they share each other's answers got from their own original pairs
- e. Rotation is done repeatedly until they meet their own original partners again, which means that each student gets the whole answer to the tasks/questions given by the teacher.
- f. They discuss in their group to check or revise their answers
- g. Each group presents the answers in the class discussion. Here, the teacher facilitates the discussion and gives confirmation on the answers presented by the groups so that the conclusion can be made.

### **2.4 Previous Study**

In this part of the study, some previous studies related to this study will be reviewed. The first study was conducted by Nila Umamil Khoiriyah (2017) that

investigated the effectiveness of using inside-outside circle technique towards students' achievement on speaking. This study used pre-experimental research design. The subject of this study consisted of 28 students at VIII B class of MTs Sunan Kalijogo Rejosari. The instruments of this study was speaking test. The results of this study showed that there was significant difference between students speaking achievement before and after being taught by using inside-outside circle technique.

The second study was conducted by Armi Sanytasari (2011) that investigated the use of inside-outside circles technique in improving the students' ability in writing short functional text. The design used was true experimental design (pre test – post test control group design). The number of sample were 72 students of SMK Negeri 8 Semarang that consisted of 36 students of X RPL 2 as experimental group and 36 students of X RPL 1 as control group. This study used reading test as the instrument to collect the data. The result of this study showed that there was a significant difference in terms writing achievement between experimental and control group.

The third study was conducted by Ida Ubaidah Hidayati (2015) that investigated the effect of inside-outside circle technique and numbered head together methods on high and low interest students reading comprehension. This study was a quantitative research, using experimental study. The participants of this study were 8<sup>th</sup> grade of Islamic High School of Ungaran Barat. The students were divided into two groups, experimental and control group. The instruments of the study used test, those are pre-test and post-test. The result of this study showed

that there was no significant difference in students' test score between low and students with high interest. The researcher asserted that the non-significant result could be possibly caused by the time span of treatment, she conducted the treatment only twice because of the researcher had no authority to do more and she used the class that was not belong to her, thus it was suggested to the other researcher to conduct the treatment more than twice.

The fourth study were conducted by Miftahul Khoiriyah, Sesmiyanti, and Riny Dwitya Sani (2016) that investigated the effect of inside-outside circle strategy in improving student's speaking ability. This research used experimental research. This research used a speaking test to determine the level of ability of students' speaking English. The result showed that there was not effect inside-outside circle strategy in improving speaking ability, it could be possibly caused by the procedure of Inside-Outside Circle Method that used by the teacher was too long, so the time spent in teaching and learning is not enough.

## **2.5 Summary**

Based on the review of literature above, the researcher concludes that reading comprehension is the capability of the students to understanding the reading text and what they have read. In reading comprehension, there are some problems faced by the students, so as the teachers have to set and select an appropriate method to make the students interest in learning English. In the present study, the researcher will use inside-outside circle method to the students' reading comprehension. By applying this method, it can help the students easy and interest in reading comprehension. .

## **2.6 Hypothesis**

Based on those problems faced by the students above, the researcher formulated the hypothesis that the applying of inside-outside circle method has a significant effect toward students' reading comprehension at SMA Nusantara Balongpanggang.