CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to the theory of the research. These are about reading, reading comprehension, students’ difficulties in reading comprehension, narrative text, and previous study.

2.1 Reading

2.1.1 Definition

Eyes and brain are two things which dominate people reading exercise. The eyes able to take the massages, then the brain has to work on the importance messages. It can be said that people accept the output from the eyes then comprehend the meaning by the brain.

Besides writing, listening, and speaking, reading is an English skills that should be mastered by the students as well. According to Brown (2006:185), Reading is a receptive skill. Receptive skill is how the person get the conversation meaning from audio or visual. Then, Harmer (2007:99) states that the cognitive processes in reading are identical with in listening. Even though, in both, students are involved in decoding a message rather than encoding, reading is not simply an act of absorbing information only.

From the definition above the researcher able to conclude that reading is a process of communication between a writer and a reader. The writer has message in their mind, like teaching, idea, and arguments that he or she wants to share. The reader puts the message into word or printed verbal symbols. When the messages
enter the reader’s mind, it means that communication goes on. In understanding
the text meaning, the readers do not only using eyes, but the mind concentrate to
get the writer's ideas as well.

2.1.2 Reading Comprehension

Reading cannot be separated from comprehension because the purpose or
the result of reading activity to comprehend what has been read. Reading without
understanding what has been read is useless. Mukroji (2011:57), states that
‘reading comprehension is a process of getting information from context and
combining schema to interpret text in order to construct meaning’.

In line with the idea Snow (2010:413) defines that reading comprehension
is a process of forming and obtaining meaningful information together with through
interaction and use of print media.

This definition emphasizes that reading comprehension is the process of
creating meaning from discourse, which aims to gain a full understanding of what
is described in the text, not just from understanding the meaning of a limited word
or sentence in the text.

2.2 Students’ Difficulties in Comprehending Narrative Text

2.2.1 Difficulties in Comprehending Narrative Text

Richard (2007) states that difficulty is something that complicated to do. It
can be seen from mistake of students or error learning process. The fact is a lot of
students in junior high school had found the difficulties in comprehending reading
text. Comprehension of reading not only the process of reading, but comprehending
the meaning of text. There are some aspects that might be difficult, but should be comprehend in narrative text.

According to Cohen (2000), in narrative text, the students should find the main ideas or contents of Orientation, Complication, Resolution and Reorientation. In Orientation the students need to know the scene and the participants. Then, in complication, the students should find the problems occur in the story. For the resolution, the students will find how the problems are solved. Last, reorientation refers to the conclusion of a story.

Harmer (2007:16) states that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. It can be said that to comprehending sentences of the narrative text, the students should master the grammar of narrative text like the structure, language feature, and adverb of time used in the text.

Besides that, vocabulary must be the other cause of the problem in comprehending a text. It is not easy for the students to find certain word meaning from the text. As a result, they might not be able to find the detail information from the text. According to Olson and Diller (1982:42), what is meant by comprehending narrative text is a term used to identify those skills needed to understand and apply information contained in a written material. It means that the students should be able to know the information in narrative text.

In other words, it is not easy for the students to comprehend a narrative text. They have to recognize, all the elements of the text such orientation, complication, resolution and reorientation, the grammar, also the vocabulary.
2.2.2 Influence of Students’ Difficulties in Reading Narrative Text

Most of the problems faced by students are the lack of vocabulary that makes them are not familiar with the words available in the text or passage, difficult to understand the main idea, unable to conclude the content of paragraph and so on. Mohamad Nor & Rashid (2018) state that a lot of students who lack of vocabulary knowledge or effective learning strategies mostly face reading comprehension difficulties.

Adas & Bakir (2013:255) identifies that the present tense is the only tense that the students know. The studied by Matsunaga & Koda (2010) indicated that there is a significant relationship between grammar knowledge and reading comprehension.

Then, according to Miller & Keenan (2009), prior knowledge have the significantly impact in reading comprehension. It means in comprehending narrative text, students should master the prior knowledge such as the elements and generic structure of narrative text.

In brief, it can be concluded that the difficulties in comprehending text come from students’ individually. Students have to master vocabulary knowledge, grammatical knowledge, and prior knowledge to comprehend reading.

2.3 Reading Comprehension at Junior High School

Reading comprehension means catch the meaning from written document has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying,
even though the fact is teaching reading process are continuously being taught within three years at junior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at junior high school, teaching reading intends to develop students’ skill in reading comprehension. Based on the basic competence 2013 of junior high school, the students are expected to be able to comprehend the content of English text. However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension.

2.4 Narrative Text

2.4.1 Definition of Narrative Text

From the several kinds of text, the main focus in this study is narrative text. Besides personal experience, fairy stories, fables, legends, myth, romance, and mysteries also types of narrative text. Then, some experts have shared their own definitions about narrative text.

According to Anderson (2003:8), a narrative text is a piece of text which tells a story and, in doing so. Narrative is present a view of the world that entertains or informs the reader or listener. Then, Rebecca (2003) states that a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative is a sense
of plot, of theme, of characters, of events, and of how they relate. In addition, she explains that a narrative is a text that has character, setting, and action.

It can be interpreted that narrative text is a text that tells a story or experience. Narrative text also have several type of text which is in each text include some items as theme, plot, characters, and setting as well. The aims of narrative text is entertaining and informing the readers and listeners.

2.4.2 The Generic Structure of Narrative Text

In order to understand the narrative text, other aspects of the text have to be considered, that is the generic structure and language features. According to Anderson (2003:8), the steps for constructing the narrative including (1) an orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening, (2) a complication that sets off a chain of events that influence what will happen in the story, (3) a sequence of events where the characters react to the complication, (4) a resolution in which the characters finally solve the complication, (5) a coda that provides a comment or moral based on what has been learned from the story.

Moreover, the language features that are usually found in a narrative are past tense, and adverb of time that only found in narrative as once upon a time, one day, etc. additional according to Anderson (2003:8), are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting.

In brief, generic structures in narrative text are orientation, complication, events, resolution, and moral value. Then, language features of narrative text are
past tense, adverb of time, time conjunction, specific character, action verbs and direct speech. The most important, should be considered that many component must be learned to comprehend the narrative text.

According to Haris (2010), there are some features the students should comprehend in narrative text; (1) Plot: What is going to happen? (2) Setting: Where will the story take place? When will the story take place? (3) Characterization: Who are the main characters? What do they look like? (4) Structure: How will the story begin? What will be the problem? How is the problem going to be resolved? (5) Theme: What is the theme/message the writer is attempting to communicate?

2.5 Previous study

Previous study is reviewed in order to avoid an imitation. There are some similar research which are intended to explain about ‘students’ difficulties in reading comprehension’. The researcher will discuss about some previous study belongs to previous researchers. They are Kartikawijaya (2017), Sarwo (2013), Ikah Atikah (2009).

1. Sukarta’s work

The first research has been conducted by Sukarta Kartawijaya (Sekolah Tinggi Ilmu Ekonomi Sakti Alam Kerinci, 2017). He conducted a research entitled “Analysis of The Student’s Reading Comprehension in Comprehending Descriptive Text” which is discusses about analysis of eight grade junior high school students in comprehending descriptive text. His study was focused on generic structure and specific information. He used reading test to collect data, and the result from the test shows that the students’ ability in comprehending descriptive text was not good,
either their ability to comprehended generic structure and specific information. There were several students had comprehend descriptive text, they only make several mistakes but most of them did not comprehend it.

In Sukarta’s study the researcher finds the relationship between his study and the researcher’s study. Related to the researcher’s study, his study focuses on students’ difficulties in comprehending text, and both study was a descriptive research. However there are differences between previous study and this study, they are kind of text, and the research instrument. He uses descriptive text, while the researcher uses narrative text as object. Then, he uses reading test, while the researcher uses questionnaire to collect the data.

2. Sarwo’s work

The title of his research was “Analysis on the Students’ Problems in Comprehending Narrative Texts” a research journal. The objective of the study is to know how well the students’ ability in comprehending narrative text. Based on the research analysis of the research result, the writer describes that: (1) based on the research finding, the students are weak at comprehending narrative text by which the mean score for all item was 35.42. It means that the students have not been able to comprehend narrative texts so far. (2) The problems faced by the students are: first, the students’ vocabularies were weak at vocabulary. Second, most students were difficulties at all part of generic structures at narrative text.
3. Ikah’s work

Research conducted by Ikah Atifah from UIN Syarif Hidayatullah Jakarta. The title of her research was “Analysis on the Students’ Linguistic Problem in Reading Comprehension (A case study at second grade students of MTs Baiturahmah Sukabumi in Academic Year 2009/2010)”. Ikah Atikah did the qualitative research. Based on the data analysis and the discussion, the writer concluded that there are less of comprehension at the eighth grade students of MTs Baiturahmah in reading especially in linguistic problems, students have low vocabulary and structure. It can be known from the explanation about 38.13% students find difficulties in the use of vocabulary in the use of structure under the students’ comprehension in reading. 31.25% students’ find difficulties in the use vocabulary under the students’ comprehension in reading.

This research will be different from the previous studies above because in this research the researcher will analyze the difficulties in comprehending reading narrative text faced by junior high school students. The object of this research is ninth grade at SMP Ma’arif 03 Batu. This research use case study of quantitative research.