**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

In the theoretical framework, this chapter provides some basic information and definitions used the information and definitions are quoted from books written by some experts in related field to support this research.

**2.1.1 Reading**

Reading is one of the important skills in learning language besides other skills such as listening, speaking, and writing. Reading can be more enjoyable when it is carried out seriously and efficiently. It is also the cognitive process of deriving meaning from printed or written text. Grabe et al (2002:9) describe that reading is ability to draw meaning from the printed page and interpret the information appropriately. Reading is needed to get the information or main idea from what the reader has read. Reading is the important way to get much information.

According to Kucer (2009:155), reading is depicted as a selective and constructive process. The reader is envisioned as an active participant in the construction of meaning, picking up only the most silent linguistic cues and ignoring others. According to Brown (2004:185), that reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning-level textbooks

in a foreign language presuppose a students’ reading ability if only because it’s a book that is the medium.

**2.1.2 Types of Reading**

According to Brown (2004:189), both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In this case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. *Perceptive.* In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the iniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, word, punctuation, and other graphemic symbols. Bottom-up processing is implied.
2. *Selective.* This category is lagerly an artifact of assessment formats. In order to as certain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up processing may be used.
3. *Interactive.* Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the texts a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performances may be necessary.
4. *Extensive.* Extensive reading, as discussed in this book, applied to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than page). The purposes of assessment usually are to tap into a learners’ global understanding of the text, as opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

**2.1.3 The Purpose of Reading**

Like doing other activities, the readers also have some purposes in doing reading. There are numerous reasons in reading. Rivers and Temperly (1998:187) in Nunan (1999:251) propose that there are seven main purposes for reading:

1. To obtain some purposes because we are curious about the topic;
2. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
3. To act in a play, play a game, do a puzzle;
4. To keep in touch with friends by correspondence or two understand business letters;
5. To know when or where something will place or what is available;
6. To know what is happening or has happened (as reported in newspapers, magazine, reports);
7. For enjoyment or excitement.

**2.1.4 Principal Strategies for Reading Comprehension**

According to Brown (2004:188), there are some principals strategies for reading comprehension, they are:

1. Identify your purpose in reading a text
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms etc.) when you aren’t certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
8. Distinguish between literal and implied meaning.
9. Capitalize on discourse markers to process relationships.
10. Use silent reading techniques for rapid processing.

**2.1.5 Direct Method**

There are some methods in teaching. Anthony in Richards and Rogers (2001 : 14) described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. One of the method called Direct Method. The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association’s psychology.

Richards and Rodgers in Brown (2001:12) stated the principles of Direct Method as follow:

1) Classroom was conducted exclusively in the target language

2) Only everyday vocabulary and sentences will taught

3) Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class

4) Grammar was taught inductively

5) New teaching points were introduced orally

6) Concrete vocabulary was taught through demonstration, objects, and pictures,

whereas abstract vocabulary was taught by association of ideas

7) Both speech and listening comprehension were taught

8) Correct pronunciation and grammar were emphasizes

The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the natural method and often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime.

Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern (2005:85) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. These principles are seen in the following guidelines for teaching oral language, which are concluded as follows:

1. Never translate: demonstrate

2. Never explain: act

3. Never make a speech: ask questions

4. Never imitate mistakes: correct

5. Never speak with single words: use sentences

6. Never speak too much: make students speak much

7. Never use the book: use your lesson plan

8. Never jump around: follow your plan

9. Never go too fast: keep the pace of the student

10. Never speak too slowly: speak normally

11. Never speak too quickly: speak naturally

12. Never speak too loudly: speak naturally

13. Never be impatient: take it easy

The direct method will a first attempt to experience the language directly in the language learning. It demanded inventiveness on the part of teachers and led to the development of new techniques in teaching a language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning.

Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements. From the beginning, students are taught, and must respond in the target language. Beside pictures, realia and simple actions are used question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.

**2.1.6 Narrative**

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in defferent ways. Narrative is a text containing five components namely, orientation, evaluation, complication, resolution and re-orientation. Siahaan (2008:73) define narrative as any written text in which the writer wants to amuse, certain people, and to deal with actual or vicarious experience in the different ways. Narrative text is a type of text talking about a series of event that happened to a person or character (Knapp and Watkins, 2005:15).

According to Pardiyono (2007:9), Narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader. According to Anderson and Anderson (2003:8), Narrative is a piece of text which tells a story and entertains or informs. Narrative text generally follows a story line with a beginning, middle, and end. This structure is a familiar to students, and thus easier for them to comprehend. Students know what to expect, and can focus their attention on remembering what they have read. Cook (2010:81).

1. Types of Narrative Text

There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science, fiction, romance, horror stories, adventure stories, fables, myths and legends, hictorical, narrative, ballads, slice of life, personal experience. (Siahaan,2008:74).

1. The Generic Structure

The generic structure of narrative are:

1. Orientation : Sets the scene and introduces the participants.
2. Evaluation : A stepping back to evaluate the flight.
3. Complication : A crisis is arises.
4. Resolution : A crisis is resolved, for better or for worse.
5. Re-orientation : this is closing remark to the story and it is optional.
6. The Grammatical Features
7. Focus on the specific and usually individualized participants.
8. Use of past tense.
9. Use of material process (in the text, behavioral and verbal processes).
10. Use of relational processes and mental processes.
11. Use of temporal conjunctions, and temporal circumstance.
12. Example of Narrative Text

**The King of the Mice and the Woodcutter**

Once upon time, there was a king of mice. He lived inside a banyan tree in a forest. He loved the tree as his home. He lived there happily.

One day, a poor man wanted to cut down the banyan tree. The king of the mice was frightened so he asked the woodcutter to leave the tree standing. In result, he would give the woodcutter a gold every day. The woodcutter agreed.

Every evening, the king of the mice gave a piece of gold to the woodcutter. The gold was taken out from the roots of the banyan tree. The woodcutter was happy and took the gold home.

After a few days, the woodcutter’s wife asked him, “where does the gold come from?” so he replied, “The king of the mice gives me the golds from under the roots of the tree. “oh, you are stupid!” his wife said suggested. “Why don’t you cut down the tree and take the golds all away?” The woodcutter would do as his wife said.

The following day, the woodcutter cut down the banyan tree. Unfortunately, he did not find any gold there instead the king of the mice had run away and crept up to the woodcutter’s house. The king of the mice too back all the golds.

**2.2 Conceptual Framework**

Reading is one of the four language skills which should be masterd by everyone. So, reading is one of language skills considered important for students’ growth as an individual in many aspects of life. Based on its importance, it is taught more emphasize compared to other language skills. In reading comprehension, the students are served as many instruction tasks varies in levels of comprehension from the lower into hinger as it is stated previously.

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in defferent ways. Narrative is a text containing five components, namely orientation, evaluation complication, resolution, and re-orientation.

Getting some information from reading text is one of students problem which have to overcome by the teacher. Many students always feel this subject is very difficult to do. So, the score of their reading is very low. Therefore, to solve this problem, the teacher must use a new strategy which can attract the students attention on teaching reading comprehension. The writer uses narrative text for test. In this cases, the write uses a strategy to solve the problem. Direct method is a method that needs skills of teacher to deliver the subject to be taught. The teacher shows the skill of delivering the subject better than the students so that the students believe and the teaching is effective.