

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Study

There are some related studies which are similar with this present study. The researcher takes three studies for references. The first study is written by Alfajar (2015) entitle *Improving Students' Reading Comprehension of Narrative Text through DRAW Strategy: an Action Research at Eighth Graders of SMP Kartika III-I Semarang in the Academic Year 2014/2015*. He found that the eighth graders students' reading comprehension of SMP Kartika III-I Semarang in the academic year 2014/2015 can be improved by using DRAW strategy. This strategy is applied in reading class. This strategy is a good technique to help students in comprehending English text.

The second study is written by Sari (2011) entitle *The Use Of CIRC (Cooperative Integrated Reading and Composition) to Improve the Students' Reading Comprehension and Writing: an Experimental Research in XI Grade Students of SMA Negeri 1 Banjarnegara in the Academic Year 2010/2011*. She applied t-test to find out the significance of the increase between pre-test and post-test. The result showed that the t-value (2.02) was higher than t-table (1.99) for reading while for writing, t-value (3.66) was also higher than t-table (1.99). She concluded that there was significant difference on student's reading comprehension and writing between students who were taught by using CIRC and those who were taught by using conventional method.

The third study was conducted by Afianti (2009). She wrote a research entitle *The Use of Pictures in Teaching Vocabulary to the Fifth Grade of SDN 01 Bolon Colomadu*. She found that the uses of pictures in teaching vocabulary to the fifth grade of SDN 01 Bolon Colomadu are: warming up, presentation, skill practice, and for assessment.

Based on the previous studies above, there are many studies which have been conducted by using various methods and media in teaching reading comprehension. The difference of those previous studies with this study is the

researcher would like to use picture series as the media in teaching reading comprehension for Narrative text. The researcher expects picture series can be a good media in teaching reading comprehension for Narrative text since picture series is interesting for students in learning language.

Picture series also can stimulate students' interest in learning, they can use picture series to infer what the text will tell about. Picture series provide some pictures which in sequence. Those pictures are related to the text (in this case is Narrative text) so that they can help the students to comprehend the text. The picture series also help the students to understand the movement of the story from paragraph one to the next paragraphs (example: the picture series is provided for each paragraph).

2.2. Review of Related Literature

2.2.1. Reading Skill

According to Linse (2006:69) defines reading as a set of skills that involves making sense and deriving meaning from printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. However, Mikulecky and Jeffries (2004:7) say that "reading is one important way to improve the general language skills in English". According to them, reading is very crucial skill in learning English because:

- a. Reading helps the students to think in English,
- b. Reading can enlarge the students' English vocabulary,
- c. Reading can help the students improve their writing,
- d. Reading may be a good way to practice English.

However, according to Harmer (2007:110), he stated that "the more students read, the better they get at reading. He also suggested that reading is good for language acquisition in general, provides good models for future writing and offers opportunities for language study. In line with Harmer, Brown (2004:185) argues that reading is the most essential skill for success in all educational

contexts, remains a skill of paramount importance as we create assessments of general language ability.

2.2.2. Purpose of Reading

Looking for and getting information about the content of passage and its meaning is the main purpose of reading. According to Harmer (2007:100), reading skill has four purposes; those are scanning, skimming, reading for pleasure and reading for detailed comprehension. In scanning we do not have to read the whole text, but we just read the text for bits information we are searching for. Through skimming we can get a general idea of a text.

However, Brown (2004:186) mentioned three types of reading. The first one is Academic reading; kind of texts which can be read for this purpose are general interest articles (in magazines, newspaper, etc.), textbooks, essays, reference materials and so on. The second one is Job-related reading, for examples messages or letters or emails, memos, reports, schedules, signs, announcements directions and other text types. The third one is Personal reading, for examples magazines, novels, comics, notes, advertisements and so on.

From the opinion above, it can be concluded that reading activity has purposes in getting some crucial information and knowledge, and to get pleasure and enjoyment.

2.2.3. Reading Comprehension

According to McNamara (2007: xi), comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. However, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing

inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints (Elizabeth S. Pang at all: 14).

From the above definitions can be concluded that reading comprehension is the ability to understand the meaning of written text, it is not only in understanding the words but also in understanding what beyond the words. By reading comprehension the readers can gain the information from printed language they read. Students need to increase their reading comprehension skill to gain the goal of reading.

2.2.4. Pictures as Media in Language Learning

According to Wright (2004:2-3), pictures in the language classroom should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not, there are five criteria of pictures use in the language classroom; easy to prepare, easy to organise, interesting, meaningful and authentic, sufficient amount of language. Crichton and Koster (2006:5), they said that self-guided students and classroom learners alike will be delighted by the way they are helped to get progress easily from one unit to the next, use the combinations of pictures and text to discover for themselves how English works.

From the explanation above, it can be drawn that pictures are good to use in the language classroom to make students interest to the material given by the teacher. Pictures give the students motivation in learning language, especially in reading the text because pictures is interesting for almost all students start from beginners till advances level.

2.2.5. Genre – Narrative Text

There are many text types in English. Some of them are fiction texts and some are non-fiction texts. Narrative text is one of text types which belong to fiction text. There are some stories which belong to narrative text, such as folk tale, legend, fairy tale, fable and so on.

According to Abbott (2002:1-2), he states that “narrative is the first and foremost a prodigious variety of genres, themselves distributed among different substance-as though any material were fit to receive man’s stories. Narrative is present in every age, in every place, in every history of mankind and there nowhere is nor been a people without narrative”.

On the other hand, Nash (2011:11) said that to narrate is to tell a story, to explain episodically what has happened with enough detail to allow the listener to comprehend fully what you mean to convey. Narrative skills play an essential part in the writing of text, but are also beneficial when building conversation.

The researcher chooses narrative text because it is an interesting text type which has various stories. This kind of text has three generic structures, those are; orientation, complication, and resolution. In the preliminary study the researcher found that narrative text is the most interested text type which the students like to read. Narrative text is expected to be appropriate with pictures as media in teaching reading comprehension because it has sequence of events which can be linked to series of pictures (the media of the research).