CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher described and discussed about theoretical framework and previous related study.

A. Theoritical Framework

1. Concept of Reading

a. Definition of Reading

The definition of reading is propose by several experts. According to Leu and Kinzer (1987) in Jannati (2019) reading is development, interactive, and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by nonlinguistic internal and external variables or factors.

Moreover, Day and Bamford (1998) in Pranata (2019) stated reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words.

From all definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides

that, reading can be taken as a life skill which is relevant to immediate as well as long term life success and reading generally serves as source of information and enjoyment.

b. Types of Reading

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1) Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example: The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

2) Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

3) Reading Aloud is reading technique by using loud voice and clearly. For exmple : Reading poetry, dialogue, and other type of text.

4) Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.. For exmple : The sutudents reading a text by heart.

c. Purpose of the Reading

Reading is an activity with a purpose. A person may read text or something in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas. According to Grabe William and Fredericka Stoller (2002) in Sy (2019), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

1) Reading to search for simple information. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

2) Reading to skim quickly. Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from text. Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

4) Reading to integrate information. Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5) Reading to write and reading to critique texts. Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

6) Reading for general comprehension Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

d. Reading Techniques

There are many techniques that we can use to make our reading easy. According to Mikulecky and Jeffries (2004) in Fisher (2016), state the reading can help much more if we can read well. The techniques are:

1) Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas.

Steps in Scanning are:

- State the specific information you are looking for.

- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.

- Selectively read and skip through sections of the passage.

2) Skimming is technique used to quickly the main ideas of the text. Steps in skimming are:

- Read the title.

- Read the introduction or the first paragraph.

- Read the first sentence of every other paragraph.

- Read any headings and sub-headings.

- Read the summary or last paragraph

2. **Narrative Text**

a. **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), 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 in Devi.et al (2020) 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.

b. **Social Role of Narrative Text**

Knapp and Watkins (2005) in Novi (2016) stated that Narrative has social role as a medium for entertainment and changing social opinions and attitudes. When reading Narrative Text from novel or short story, people tend to get the

jollity. It means the aim of reading Narrative Text is to entertain their mind. As the social changing attitude, Narrative Text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the reality. Narrative can be used as medium to modify children's attitude towards them. Here, the social function of Narrative Text takes indirectly evidence.

c. 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), 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.

d. Language Feature of Narrative Text

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Knapp and Watkins in Novi (2016), the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.

According to Gerot and Wignell in Novi (2016), there are six language features of Narrative Text, they are:

1) Focus on specific and usually individualized participant (E.g.: Po, Cinderella, Po).

2) Using relational processes and mental processes (E.g.: Anna was Unhappy, everything was so weird).

3) Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).

4) Using past tense (E.g.: lived, stayed, and was).

5) Using verbal processes (E.g.: said, told and promise).

6) Using material processes (E.g.: The bomb exploded)

3. **Concept of Literature Circle**

a. **Definiton of Literature Circle**

The literature circle was first introduced by Karen Smith, an elementary school teacher in Phoenix Arizona, in 1982. Karen received a box of odd-and-end novels by a fellow teacher, Karen took them and promptly forgot about them. Later that year, some of her fifth grade students expressed an interest in reading them, organized themselves loosely into groups, and started to discuss the novels. Children begin to sit down discussing what they have read without getting direction from Karen (Daniels, 1994). Wilfong (2004) in Coccia (2015) explains that Karen Smith began to develop the concept of what is now recognized as literature circles with the assistance one of her professors at Arizona State University. Once the idea of Literature circles was coined, Harvey Daniels became the next big name associated with the valuable comprehension method. Harvey Daniels and 20 other teachers joined in 1993 to begin to write a book about a reading strategy that they had begun using in their own classrooms. This strategy was literature circles which it have been implemented in tens of thousands of classrooms around the world (Daniels, 2002 in Bedee, 2010).

Daniel (2002) stated Literature circles itself is small, peer-led discussion groups whose members have chosen to read the same reading material. While reading (either in or outside of class), members make notes to help them contribute to the upcoming discussion, and everyone comes to the group with ideas to share. When they finish a reading material, the circle members may share highlights of their reading with the wider community; then they select a new text, trade, and

reassemble with other finishing groups, and move to a new cycle of reading and discussion. In circles itself, participants have their roles which it rotate in every session and come to the group with notes needed to perform the job (Daniels, 2002 in Straits & Nicholas, 2006). The idea of LC is on the basis of cooperative learning principles which allow students to learn through social interaction since they work in small mixed-ability groups to help each other learn (Slavin, 2003 in Agustiani, 2016). Based on statement above, literature Circle is a strategy that incorporates "collaborative learning" and "independent reading" which it guide students throught the role they have and teamwork for deeper understanding and increase reading comprehension of what they read.

Furthermore, Rogers and Leochko in Varita (2017) state that Literature Circles are also a forum that provides students with opportunity to interact with reading material at different levels. Students examine literal aspects of the book, make connections to their own lives and seek out elements of the story that are important and an activity that helps to establish positive reading behaviors in students by demonstrating cooperation and communication within a group. A literature circle invites students to become part of a community of readers. Students take part in discussions with other readers with varied backgrounds and reading experiences. By encountering the reactions and opinions of others to literature, students develop a better understanding of their own views and thoughts.

To summarize the definitions given by these authors, literature circles can be defined as discussion groups where the readers gather for reading discussion not only for pleasure of reading but to develop critical capacities for thinking and

reading. These reading discussions create a cooperative environment that provides the people involved with a huge opportunity to develop and explore their ideas and thoughts and to develop the capacity for critically analyzing and responding materials that they have been given or have chosen. If we analyze the definition above we can see that all of them focus on student center learning.

Literature circle is important because this strategy promotes cooperative learning as well as the opportunity for students to deepen their understanding of a text though the thoughts and ideas of others. Literature circle can also intrinsically motivate students to be involved in the act of reading because they are associating the method with the pleasurable of act of conversation with their peers.

b. Role of Literature Circle

The specific characteritics in literature circles strategy are typically called as literature circles role. Roles are usually assigned to members of the literature circle to allow the group function productively and to help members remain focused on the chosen book or text. The discussion groups in literature circles is hold regularly with members rotating roles each session. Upon completing their selected reading, group share their interpretations of the text with classmates.

The following are students roles frequently used in literature circle according Daniels (2002):

1) Discussion Director: This role ask the student to organize the discussion and develop a list of questions that the group might want to discuss about this part of the book.

2) Illustrator: This role order the student to draw some kind of a picture related to what student read in text. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that students read, something that the reading reminded students about, or an element of the story (plot, character, setting)

3) Literary Luminary: This role order students to locate a few special sections or quotations in the text for the group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully.

4) Vocabulary Enricher: This role asks the student to select words from the text that are important, unusual, offensive, unfamiliar, or that may seem out of context. The enricher will provide a definition of the word and may also provide substitute words found in a the text/book.

5) Connector: This role asks the student to find connection between the reading and the real world. The connector should be looking for text-to-self and text-to-world examples to bring back to the group discussion. The more connections that can be made to the students' own real world experiences, the richer the discussions will be, text-to-text connection may also be made.

6) Summarizer: This role asks student to pepares a brief summary of the passage read that day.

7) Travel tracer: creating a map or diagram of the story settings, describing where the action occurs, or how the story has changed.

8) Investigator: This role asks students to dig up some background information on any relevant topic related to their book.

Daniels (1994) recommends 4 required roles: a discussion director, literary luminary, a connector, illustrator. In addition, 4 optional roles suggested by Daniels (1994) may be well-implemented, including: a summarizer, a vocabulary enricher, travel tracer, and investigator.

c. Key Feature of Literature Circle

Literature circle itself has key features. According to Daniels (1994), the key feature are:

1) Children choose their own reading materials.

2) Small temporary groups are formed, based on book choice.

3) Different groups read different books

4) Groups meet on a regular predictable schedule.

5) Students use written or drawn notes to guide both their reading and discussion.

6) Discussion topics come from the students

7) Group meetings aim to be open, natural conversations.

8) The teacher serves as a facilitator, observer, listener and often a fellow reader, alongside the students. The teacher is not an instructor.

9) Students are given roles or jobs to complete for each group meeting.

10) The teacher should model how students should facilitate each role or job.

11) Evaluation is by teacher observation and student self-evaluation and should also include extension projects.

12) A spirit of playfulness and fun pervades the room.

13) New groups form around new reading choices.

According on the key feature of literature circles above, researcher can concluded that text to be read by students shall be different in every meeting, because in every meeting of the task of each student in the group will be randomized so that each student can perform different task and researcher can better know the capabilities of individual students or group.

d. The Procedure of Literature Circle

Kane (2017) explains that the teaching procedure of literature circle. Can be seen as follows:

1) Before reading:

   a) Teacher prepare a text set of books, magazines, newspapers, internet sites or other sources on one topic or theme.

   b) Teacher prepare study or discussion guide for the materials (optional).

   c) Teacher give book talks to introduce each of the reading selections and important content concepts and to arouse interest in reading.

   d) Teacher allow students to choose the texts/book. Sometimes a student will have to make the second choice if no one else chooses the same text.

   e) Teacher divide group of students based upon their selections into groups of four or five members.

2) During reading

Teacher ask students read the text/book independently, keeping in mind their role if they are using them. They should record their responses to the text in order to share with their group members.

3) Post-reading

After students have read individual, they should discuss it within their groups. Students should take turns leading the discussion, but all should be involved.

e. **Teaching Procedure in Reading by Using Literature Circle**

Based on teaching procedure of literature circle by Kane (2017) and the student role of literature circle by Daniel (2002) above, the researcher adapt it to be procedure of using literature circle in ninth grade of MTs Negeri 1 OKU as follow:

1) Pre Activities (10 minutes)

a) The teacher greeted the students, prayed together, checked the student attendance, and prepared the necessary learning media.

b) The teacher told the purpose of the learning objectives to the students.

c) The teacher motivated students to continue to obey government regulations related to Covid-19 in order to prevent the spread of the corona virus (Covid-19) and the teacher told that how it is important to study narrative texts so that it can be applied by students in their daily activities.

d) The teacher related the learning material to the previous material that the students have studied.

2) Whilst Activities (60 minutes)

a) The teacher asked students to listen the explanation of the definition and purpose of narrative text, generic structure, and language feature of narrative text.

b) The teacher gave the time for students to ask some question which related to teacher explanation.

c) Teacher prepared the narrative text which it gonna to identify and analyze by students. Also, teacher prepared worksheet of literature circle for students.

d) Teacher gave a booktalks about a text set of narrative text to introduce reading selection and important concept. Also, it can increased the interest of student to read the text. The booktalk of one narrative text from a set of narrative text:

The legend of Lake Batur

This is a legend from Bali. Kbo Iwo is a giant which live in a long time ago, he call by people in there "a destroyer and a creator". He is very obsesive with the food. The food for him as same portion by 1000 people portion. When the food empty, Kbo Iwo will destroy all the houses in village. So, the villagers make a plan to fight him by give him food and order him to build a well. Because he eat to much, he sleep in it and the villagers burry him alive and throw lime stone to make the water boiling. The plan was success but the water continue arise and it create the lake which it call lake Batur.

(Wardiman, A.et al from English in Focus, 2008)

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e) Teacher allowed students to choose one of narrative text (students may make the second choice if no one else chooses the same text). The narrative text are The Legend of Mount Mayang, The Legend of Lake Batur, Cinderella and Sangkuriang. One of text script was:

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

> Difficulties arose when for the arose for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.
>
> They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.
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> **(Wardiman, A.et al from English in Focus, 2008)**

f) The teacher divided students into the groups which consist 8 student based on narrative text which they choice before. Also, teacher divided the role of literature circle and give the worksheet of literature circle to each member of the group, the following role are:

- Discussion director

  The student identified the important parts of the text and develop a list of questions that the group want to discuss.

- Illustrator

  This role asked students to draw some kind of a picture related to what student read in text. It can be a sketch, cartoon, diagram, or stick figure scene.

- Literary Luminary

  This role ordered students to locate a few special sections or quotations in the text for the group to talk over.

- Connectors

The student made connections between elements in the reading selection to students' lives, the lives of others, and/or from one character in the book to another character.

- Vocabulary enrich

   The student identified and select words from the text that are important, unusual, offensive, unfamiliar, or that may seem out of context.

- Summarizer

   The student wrote a brief, one-paragraph long summary about the text which it give by teacher.

- Travel Tracel

   This role ordered students to create a map or diagram of the story settings, describing where the action occurs, or how the story has changed.

- Investigator

   This role asks students to dig up some background information on any relevant topic related to their book.

g) Teacher asked students read the text individually to analyze, identify the information, and write it in the worksheet based on the roles that have been given.

h) While the student analyzed the text. The teacher went to the each group to help them if the student are sue.

i) After students analyze the text individually, each member have to discuss it together and present the result what they analyzed before with their classmates.

j) When students finished share idea from what they read, then new groups formed with new reading choices.

3) Post Activities (10 minutes)

a) The teacher and students made the conclusion about the material that explained before.

b) The teacher appreciated the participation of all students.

c) The Student ordered by teacher to search for other problems that related to the topics that have been studied. This will be discussed at the next meeting.

d) The lesson is ended with prays together.

B. Previous Related Study

There have been some researchers who conducted research related to Literature Circles. Some of them are quoted below:

Laia (2016) investigated the effectiveness of using literature circle with the title of thesis namely "The Effect of Literature Circles on Students' Ability in Reading Comprehension at the Eight Grade of SMP Negeri 4 Huruna" and published on 2016 in IKIP Gunung Sitoli, North Sumatera. Based on the result of her research, she stated that the use of Literature Circles Strategy gives a better effect to the students' ability in reading comprehension than the students who are taught without using Literature Circles. There were similiarities and different. The similiarity was the research focuses to experiment literature circle to improve student reading comprehension. The differencies were the population, sample, the research setting, time and subject of the research. Also the literature circle teaching

procedure where Laia adapt it from Jersey and Boston in 1998 while the researcher was adapt it from Daniel in 2002 and Sharon Kane in 2007.

Irawati (2016) with the title "Effectiveness of Literature Circles on Students' Reading Comprehension". The result of this study shows that literature circles contribute a significant effect to improve students" reading comprehension. The similarity with this research is using literature circles in English teaching and learning process to improve students reading comprehension and the different was the previous research was using quasi experimental design but in this research is using pre experimental design.

From those previous researches above, it can be concluded that the Literature Circles was effective for improve students reading comprehension. Related to this research, there are similiarities and differences. The similarities from previous research was researcher focus to improved students reading comprehension by using literature circle. But on previous study, the researchers were implemented literature circle on common school while the researcher implemented literature circle on islamic school which the school applied madrasah curriculum that the students study more islamic lessons than common lesson. In this research, the researcher want to see the effectiveness of using literature circle to improved students reading comprehension on 9th grade students of MTs Negeri 1 OKU.

C. Conceptual Framework

The conceptual framework underlying this research in given the following diagram:

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┌─────────────────────────┐
│    Reading Material      │
│    (Narrative Text)      │
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┌─────────────────────────────┐
│ Teaching reading by using   │
│ literature circle to find   │
│ information on reading      │
│ narrative text              │
└─────────────────────────────┘
            ⇩
┌─────────────────────────────┐
│ The Students reading        │
│ comprehension               │
└─────────────────────────────┘
            ⇩
┌─────────────────────────────────────┐
│ The Ninth Grade students of MTs      │
│ Negeri 1 OKU                         │
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