

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Concept of Reading

##### 1. Definition of Reading

Reading is one of the most crucial language skills to acquire at the SMP academic level. This competency is crucial since reading books may provide readers with knowledge, understanding, comprehending, and concepts. It is the act of translating created or written content. It is a fundamental educational tool and represents one of the many significant abilities in daily activities. When reading a chapter or a text, a reader must grasp or appreciate the message or concept conveyed by its author. Reading comprehension entails comprehending what is read (Tini, 2019 : 104).

The explanation of how to grasp words, sentences, and related texts will help students' understanding of written materials. Other methods are used by readers to understand the meanings of words word-for-word utilizing their prior knowledge and reading comprehension. Furthermore, reading involves more than just accurately identifying letters, words, and phrases before comprehension is formed from letter to word to phrase to sentences. In order to forecast what will happen next in the text and how some new, unexpected piece of information will relate to what is already known, readers generate predictions based on their prior knowledge.

Based on the above definition, reading is an action of receiving information or a message from a text, through which one obtains understanding and passes it to another.

## 2. Purpose of Reading

Reading is mostly used as a tool to find information inside the reading text, but occasionally readers are unable to decipher what they are reading because they fail to pay attention to the meaning that is implicit in

it. As we all know, books are one source of information. Therefore, it's important to focus on the reading's meaning as you read.

The reader must have a purpose in mind before reading the English text in order to read it effectively and accurately. Reading that is accurate and good always has a purpose. Following that, various reading genres are formed using reading objectives.

## 3. Kinds of Reading

According to Patel and Jain (cited in Purba and Rini, 2021 : 65-66), there are different types of reading, including reading aloud, reading silently, and reading correctly..

### a. Read aloud

Reading aloud is intended to practice habits, and the experience children gain will be very beneficial in the future since the more honed, the better.

### b. Silent reading

Silent reading can assist the reader concentrate better, encourage them to understand the meaning of each word, and help them form judgments about what they have read.

### c. Speed Reading

There will be a noticeable difference between speed reading and reading scientific content since the kind of reading with the reading speed also depends on the type of tale or narrative chosen. The aim of speed reading stories is to increase students' skills. This is crucial for pupils to know.

d. Oral reading

When reading aloud, the reader vocalizes each word as it is written. So a reader who reads aloud can practice and try to get better at pronouncing words and controlling their emphasis and tone. The kids will get experience making the sound during oral reading, which they should do as frequently as possible.

## **B. The Concept of Reading Comprehension**

### **1. Definition of Reading Comprehension**

The process of reading comprehension involves extracting meaning from the text. This is a dynamic process that calls for the reader to actively engage with the text in order to derive meaning from what is being read. High reading skills is crucial for understanding all printed texts in English

. The practice of constructing understanding from written material is known as reading comprehension. Understanding writings necessitates a mix of internal motivation, an organized intellectual structure, concentrated quantity, and a honed learning strategy. To be successful in learning comprehension, the reader must encourage himself/herself to be more concentrated in reading, strive to create conceptual structures for holding concepts, and have appropriate studying approaches (Yolanda et al., 2023 : 50).

Reading comprehension is the process through which words that have been detected are transformed into meaningful concepts. It is a difficult procedure that necessitates the use of several distinct cognitive skills.

To help readers understand written materials better, the process of understanding words, phrases, and related texts will be discussed. Other methods are used by readers to understand the text's words word-for-word by drawing on their prior knowledge and reading experience.

Reading comprehension is the capacity to read in order to comprehend the meaning of a text, according to the interpretation provided above. grasp all of the information that has been provided by the author is the essence of reading comprehension, thus what we gain from reading is a deeper grasp of what has been read. It also refers to the capacity for making connections between words in a text, for comprehending concepts, and for understanding how concepts are related in a text.

## 2. The Strategies in Teaching Reading Comprehension

According to Burns (1992), categorizing a method for assisting students in understanding a text contains seven categories of questions that are helpful for promoting comprehension in a text when teaching reading.

These include :

- a. Main Idea : With the children's assistance, determine the selection's
- b. Details : Causal relationships, conclusions, and other details are produced to describe explicitly the section that contains a paragraph with the help of the information provided by the material. The core idea is included in a few parts that go into detail on certain fundamental concepts.
- c. Vocabulary : Clarify the terms used in the choice by asking about their meanings.
- d. Sequence : Knowledge of the events is necessary for the events.
- e. Inference : Information mentioned in the material is implied but not explicitly expressed
- f. Evaluation : Request an evaluation of the fabric
- g. Creative Response : Ask the children to go beyond the text and come up with new ideas that are solely based on the ideas they have read.

There are numerous methods for improving reading comprehension. Bruns also outlines a number of reading comprehension techniques, including:

a. Activating and using background knowledge

With this method, readers draw on their prior knowledge and use it to better understand what they are reading. According to Nurul Sintia, this knowledge consists of peoples' experiences with the outside world and their notions of how written texts function, including word recognition, print concept, word meaning, and how the text is constructed.

b. Generating and asking questions

As they read the text using this technique, they pose important questions to themselves. Utilizing this technique will help readers combine knowledge, identify key concepts, and summarize material.

c. Making inferences

With this tactic, writers don't always provide readers all the details they need to know about a subject, location, person, or event. Instead, they give readers information that they may use to read by drawing conclusions from the text that take into account what they already know. Readers' ability to understand can be improved through this procedure.

d. Predicting

With the aid of extended guesses in this method, the reader is able to derive significant benefits from the textual content. Readers who successfully use predicting to text might derive this meaning from what they read by transforming their existing knowledge into new facts.

e. Summarizing

Summarizing is a fantastic technique for helping readers retain textual information. By using this strategy, readers can learn about the

organization of texts, what makes them exceptional, and how assessments connect to one another.

f. Visualizing

Readers can mentally see a text to better grasp the challenges they will encounter while reading. This skill shows that a reader senses a text. Readers who mentally picture what they are reading are better able to remember what they have read than readers who do not.

g. Comprehension Monitoring

In this method, readers are able to determine when they have fully comprehended what they have read and when they no longer do, and they may then apply the proper tools to further their understanding.

### C. The Concept of Comprehension

#### 1. Definition of Comprehension

One of the five basic elements of reading teaching, according to the National Reading Panel, is comprehension. Reading traditional text in print (books, papers, magazines), hearing someone else read, or seeing text in one of the various media available in our modern world all contribute to comprehension.

Comprehension is broadly speaking the act of drawing meaning from and imparting it to written text through interactions and engagement. The importance of both reader and text variables, which take place within a broader social context, was stressed by McNamara and Magliano. Comprehension is a process in which readers engage with material to make sense of it using a mix of their prior knowledge and experiences, the information in the text (Satriani et al., 2022 : 424).

Interpretation is a process of linking fresh details in the text with knowledge the reader already knows, according to the description provided above. It is obvious that comprehension involves more than simply reading

words. This should involve viewers in solving issues and require them to draw on prior knowledge in order to comprehend the paragraph.

## 2. The Types of Comprehension

According to Burns (1992), there are four different sorts of understanding :

- a. Literal comprehension is the ability to take in ideas that could be conveyed right away. The foundation of literal comprehension is the recognition of stated most essential ideas, facts, causes and consequences, and sequences. It is crucial to have a thorough understanding of language, phrase and paragraph meanings.
- b. An interpretive comprehension strategy that involves examining the traces or drawing conclusions. It is the process of coming up with ideas that can be inferred rather than immediately expressed.
- c. Comparing written material to established standards, analyzing the ideas found therein, and generating conclusions about their appropriateness, correctness, and timeliness are all examples of the critical comprehension method.
- d. Creative learning involves navigating the framework the author provides. As they read, readers are asked to infer crucial information, do important analysis, and use their imaginations.

## D. The Concept of Narrative Text

### 1. Definition of Narrative Text

A narrative text is a text that recounts a sequence of logically and chronologically connected events that are brought about by or experienced as a result of variables. Understanding the storyline, theme, characters, events, and their relationships are essential to understanding a narrative.

Additionally, narrative is a text that entertains the audience while telling a tale.

One of the techniques taught to class XI pupils is narrative text. Anderson defines narrative as literary material that tells a tale in order to entertain or instruct the reader or listener. Storytelling is one of the most successful methods for communicating with others. Narrative text material is taught in senior colleges using using picture organizer approaches. Noviansari, which may be deemed intriguing, must be informed about an occasion or target market. We may even imagine our story as a movie in which the intended audience watches people interact and hears them speak. So that it is clear and concise, several effective approaches to arrange the listening program are listed in chronological sequence (Amin and Wahyudin, 2022 : 75)

According to the experts' explanations above, a narrative text is one that tells an engaging story with the intention of entertaining the reader. When we employ narration and share family tales with our friends about intriguing things that happened to us at school or in interesting places.

## 2. The Generic Structure of Narrative Text

According to Anderson & Anderson, narrative texts have a general structure made up of direction, intricacy, a chronology of events, resolution, and a coda. It will be mentioned below for a more thorough explanation:

- a. Orientation : Where all the characters, place, and story time are set in the introduction, the reader is introduced to the main character and probably some secondary characters. Who typically responds? When? Where ? As an illustration: Long time ago. Several clues are often provided as to the location and timing of the activity.
- b. Complication : When we anticipate a complication that is motivated by significant occurrences, there will be an issue where typically a lot of



unexpected things will occur, and that will be the intriguing point of a complication. To accomplish their aims, this complication will include the main character.

- c. Resolution : This part of the narrative concludes with a resolution to the issue that arose. Problems can be resolved in better or worse ways, which will determine whether the narrative has a happy or unhappy conclusion. There are various answers in the form of additional problems in this section. There are often several different sorts of resolves, one of which is mystery or terror. However, the conclusion is typically not left unfinished. The author did this on purpose to keep readers interested and tense throughout the book.
- d. Re-orientation : In order to teach narrative texts in high school by Dwi Noviansari, Anderson employs the graphic organizer approach. Re-orientation is an optional closure. Sometimes the author additionally presents the information in the reorientation section..

To establish the features of a story, one needs an introductory paragraph to introduce the narrative subject, which illustrates that there are several structures in the narrative that must be taken into account.

## **E. The Concept of Illustrated Version**

### **1. Definition of Illustrated Version**

An event or events are described or explained using an illustrated visual rendition. In order for the meaning of a good written text's contents to be easily understood, it should be explained or described as readings, stories, news, articles, and others. The graphics offer a variety of benefits, such as being relatively inexpensive, simple to get and use, and able to illustrate an issue and be more realistic while also helping to overcome the constraints of space.

## 2. Benefits of using the Illustrated version

a. To better comprehend the inferred meaning of an article, we shall go further into the illustration function's various explanations and gather all the relevant data:

- 1) Since the illustrated version gives a thorough overview of the work's substance, illustrations may be employed to draw the reader's attention. A magazine or book is one of the most typical instances that piques readers' interest in the plot or the material in a text.
- 2) Using this example will make the article easier to grasp, and reading it thoroughly will make it easier for us to decipher its meaning.
- 3) Illustrations may also be given to those who enjoy drawing. This version can aid authors or persons in orally conveying their sentiments as well as channeling them via this drawn form.
- 4) A narrative that is succinctly written about or presented in a thorough manner.
- 5) Illustrations make it simpler for someone to grasp the message they want to share with others; also, choosing this version will boost the aesthetic worth of an image or piece of text.
- 6) The ability to generalize as a form of communication is another advantage of employing images.
- 7) When articles offer fun or intriguing information, readers won't get tired reading them.

## 3. Advantages and Disadvantages of Illustrated Version

a. Advantages

The benefits of employing the illustrated version are as follows (Rosalina, 2020) :

- 1) Images with a concrete nature and greater realism highlight the genuine issue rather than baldness,

- 2) Images can get around time and place restrictions. Not all items, events, or objects may be brought to class, and kids can't always be taken to these objects or activities,
- 3) Media pictures can get beyond the constraints of our observations. For instance, crisp photographs of cells or cross sections of leaves that we cannot see with the naked eye will be provided,
- 4) In every subject and for all age groups, pictures may make a point more clear and help avoid or clear up misconceptions,
- 5) Images are inexpensive, simple to get, and may be used without the need for specialized tools

b. The illustrated version has a few drawbacks, according to Rosalina:

1. The image just draws attention to how the visual sensations are perceived.
2. It is harder to learn movement from images of objects that are overly complicated.
3. The space is quite constrained for big groupings.

## **F. Cartoon Movie**

Cartoon is drawing dealing with current (especially political) events in a amusing or satirical way, full size preliminary drawing on paper, used as a model for painting, a tape story, a fresco, a mosaic, etc. An animated movie has a storyline, a character, a conflict, dialogue, and other elements. Then Arsyad claims that movies will provide insight into it. It implies that through viewing animated movies, the students may immediately read the tale, experience the tension, see the action, hear the sound, and emulate the voice, stress, and intonation of the characters. Therefore, if pupils have concepts, it will be simpler for them to repeat the tale and improve their reading abilities.

According to Sudarwan Danim, films may enhance required experiences, inspire fresh ideas, draw attention, and improve presentation, to name a few of their special values. It can illustrate how objects are actually handled, supplement notes, clarify abstract concepts, and get beyond linguistic obstacles since it has recreational values. Azhar Arsyad lists the following benefits of watching movies and watching videos:

- a. Movies and videos may supplement the experiences that students must have when they read, talk about, and practice. Film may even depict things that are typically invisible, such how the heart beats, and serves as a substitute for nature.
- b. Films and videos may clearly illustrate a procedure that can be reviewed several times if considered essential, such as the processes and the proper technique to do wudu. Films and videos also convey attitudes and other emotional elements in addition to boosting motivation. Students can be made aware of the value of food and environmental hygiene, for instance, by seeing a health video that depicts the progression of a diarrhoea epidemic or a real estate advertisement.
- c. Positive values-based movies and videos will prompt contemplation and debate among student groups. The world will come to the classroom through movies and videos, including the catchphrases that are constantly repeated.
- d. When watched by people, movies and films might depict hazardous situations like the behavior of wild animals or lava from volcanoes. A variety of audiences, including individuals, small and big groups, and diverse groupings, can see movies and videos. Films that would often take a week to watch may be exhibited in minutes because to the capability and method of frame-by-frame filming, such as a flower bud being born to bloom.

The movie can be utilized as a teaching tool. The movie has the following advantages for learning and cognitive purposes : teaches the identification or distinction of relevant motion simulations, such as an object's speed and movement deviations. A sequence of still pictures, such as a frame image and a grid image, are also displayed in movies along with sounds. However, this approach is not cost-effective. teaches morals and laws.

As students study narrative texts such as characters, dialogue, plot, conflict, and climax, animated movies could facilitate brainstorming sessions effectively during the writing process. This will help students improve their language abilities, especially reading. Students can comprehend general structures, provide images, storylines, or actual stories, and offer contextual cues about the significance of reading narratives by using animated movies. According to Vukoja, students can investigate story structure (plotline, character development, setting, and theme) in reading exercises using animation or cinema. Students might attempt to compose their own story and absorb the tale more quickly (Imrayani, 2019 : 30).

### **G. Type of Cartoon Movie**

There are various types of cartoon movies, including:

- a. Based on the shapes of the figures, there are several techniques like stop motion animation or Claymation, an animation technique invented by Blakton about 1906. This method works with clay as the object. The 1950s and 1960s saw extensive adoption of this method.
- b. After then, the cartoons were referred to as 2-dimensional animation. Cartoons are amusing depictions of real-world situations. For instance, several humorous images of Tom & Jerry may be seen in comic books. The purpose of this research is to examine cartoon films as a media.
- c. 3D/3D Animation: As technology advances, particularly with computers, three-dimensional animations must be produced. The progress of 2D

animation led to the creation of this 3D animation. Objects in 3D animation will appear to be alive and genuine.

Antonius Rachmat claims that the forms of animation that may be produced based on the manufacturing processes are as follows:

#### 1) Cell Animation

The term "celluloid," used to create early animated motion picture films, is where the word "cell" originates. Typically, a cell animation consists of a series of animated sheets. Each cell is a distinct component, such as between items with a backdrop, allowing biases to move independently of one another.

#### 2) Frame animation

The most basic type of animation is frame animation. For instance, the image will be too moving if we create a new image of the movement on the book's edge and then swiftly open the book with the thumb.

#### 3) Character animation

Cartoons frequently feature character animation. Every element of the image moves in unison. It doesn't matter what kind of animation is used; what matters is that the picture or object receives a live effect (visual effect).

## H. Previous Research

Below, the researcher presents a table of previous research :

<b>No</b>	<b>Researcher (Year)</b>	<b>Research Title</b>	<b>Research Result</b>	<b>Similarity</b>	<b>Difference</b>
<b>1.</b>	Pratami (2019)	The Use of Alice in Wonderla	This research shows that there is a	<ul style="list-style-type: none"> <li>The scope of the research is</li> </ul>	<ul style="list-style-type: none"> <li>Previous researches used</li> </ul>

		<p>nd Illustrated Version as Narrative Material to Improve Student's Reading Comprehension</p>	<p>significant level difference between teaching using an illustrated version and without an illustrated version. And this difference can be seen in the development of the average score in class. The class that used the illustrated version as narrative reading material achieved a better average score increase than the class that did not use the illustrated version. The</p>	<p>the use of the Illustrated Version</p> <ul style="list-style-type: none"> <li>The type of research used is a quantitative approach to analyzing data</li> </ul>	<p>the Pre-Experimental design method, while the author used the Quasi-Experimental method</p> <ul style="list-style-type: none"> <li>Previous researchers used illustrations of the story Alice in Wonderland, while the author used illustrations of the</li> </ul>
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			<p>average pre-test and post-test scores for the experimental group were 76.19 and 86.87, while the control class was 76.51 and 80.05.</p>		<p>cartoon story Up Movie</p> <ul style="list-style-type: none"> <li>The previous research location was at MTS Muhammadiyah Tallo, while the author conducted his research at Muhammadiyah Terpadu Bengkulu City.</li> </ul>
2	Purba and Rini (2021)	Improving the Students' Reading	The use of comic strips is effective in improving	<ul style="list-style-type: none"> <li>The type of research used is a quantitativ</li> </ul>	<ul style="list-style-type: none"> <li>Previous researchers used the</li> </ul>



		<p>Comprehension By Using Comic Strips at Muhammadiyah-7 Serbelawan Grade XI</p>	<p>students' reading comprehension through narrative texts in the eleventh grade of SMA Muhammadiyah Serbelawan.</p> <p>After analyzing the data, it was found that students' ability to read and comprehend narrative texts had increased by using comic strips. This is shown by the average score, namely, the experimental class with an average of 83.45 and the control class 59.22. In the</p>	<p>research</p> <ul style="list-style-type: none"> <li>• Increasing students' reading comprehension in narrative text</li> <li>• The use of research instruments is multiple choice</li> </ul>	<p>True-Experimental design method, while the author used the Quasi-Experimental design method</p> <ul style="list-style-type: none"> <li>• The previous research location was at SMA Muhammadiyah Serbelawan, while the author conducted his</li> </ul>
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			<p>control class the pre-test was 10.20 and the post-test was 10.01. The experimental class had a pre-test score of 6.91 and a post-test of 6.93.</p>		<p>research at Muhamadiyah Terpadu Bengkulu City.</p> <ul style="list-style-type: none"> <li>• Previous researchers used comic strips for their reading materials while the author uses his reading material using Cartoon Up Movie</li> </ul>
3	Sukron (2023)	The Effect of Using Digital Comic	<p>Researchers concluded that material from Digital Comic</p>	<ul style="list-style-type: none"> <li>• The type of research used is a</li> </ul>	<ul style="list-style-type: none"> <li>• Previous researchers used</li> </ul>

		<p>Book on Students' Reading Comprehension Achievement in Narrative Text</p>	<p>Books really helped eighth grade students at Takhasus Bulakwaru Middle School in achieving reading comprehension.</p> <p>The results of this study showed that students in the experimental group achieved better average score development than the control group on the reading comprehension narrative text test. It was found that there were significant differences between those who were</p>	<p>quantitative research</p> <ul style="list-style-type: none"> <li>Increasing students' reading comprehension in narrative text</li> </ul>	<p>Experimental research, while the author used the Quasi-Experimental design method</p> <ul style="list-style-type: none"> <li>Previous researchers used Digital Comic Book for their reading materials . while the author uses his reading material using Cartoon</li> </ul>
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			<p>taught using digital comics and those who were not taught digital comics. This difference is shown by the development of the average score. The use of digital comics can motivate and attract students' interest in reading comprehension classes.</p>		<p>Up Movie</p> <ul style="list-style-type: none"> <li>The previous research location was at SMP Takhasus Bulakwaru, while the author conducted his research at Muhammadiyah Terpadu Bengkulu City.</li> </ul>
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4	Amin and Wahyudin (2022)	The Impact of Video Game : "Age of Empires II" Towards Students Reading Comprehension on Narrative Text	This research confirms that there is an impact of the video game "Age Of Empires 2" on students' reading comprehension in the form of narrative text. It can be seen that there are significant differences between the two classes, namely the experimental class and the control class. The experimental class showed superior post test results compared to the control class.	<ul style="list-style-type: none"> <li>• The research method used in this research is quantitative research with a quasi-experimental approach</li> <li>• Increasing students' reading comprehension in narrative text</li> </ul>	<ul style="list-style-type: none"> <li>• Previous researchers used Video Game: "Age of Empires II" for their reading materials while the author uses his reading material using Cartoon Up Movie</li> <li>• The previous research location was at MAN 1 Bandar Lampung</li> </ul>
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			Thus, video games can be used as an alternative learning media to improve students' English language skills, especially reading comprehension.		g, while the author conducted his research at Muhammadiyah Terpadu Bengkulu City.
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### I. Hypothesis

Related to the above review, the hypothesis can be formulated as follows:

H1 : There are significant differences before and after teaching narrative text using the illustrated version of the Cartoon Up Movie.

H0 : There is no significant difference before and after teaching narrative text using the illustrated version of the Cartoon Up Movie.