CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes all of the theories related to the problem in this study. In this chapter, several theories are explained in detail. The researcher reviews the related literature about reading, narrative text, jeopardy game and previous study.

2.1 Reading

In this part, the researcher will explain more about the nature of reading, reading comprehension, and the measurement of reading comprehension.

2.1.1 The Nature of reading

Longman (1992:306) state that Reading perceives a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension.

According Broughton, et al (2003:89-90), reading is a complex skill which includes the components of recognizing the black marks, the correlations of linguistic elements, and also the correlations of the meaning. Black marks that is meant here is the shapes, lines and dots pattered in a text. Then, dealing with linguistics elements, it is correlations between the patterned shapes and the language itself. For example, the elements contain group of sounds called 'words', 'phrases', or 'sentence'. The last is how the reader can correlate the meaning inside the text. It belongs to an intellectual skill which includes how the reader correlate the word symbolized, the words sounds, and also its meaning.

He classified those five kinds of reading activity. The first three, survey reading, skimming, and superficial reading, are sometimes grouped together and called extensive reading. The Object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this. It is supported by Harmer (1998:210) that the goal of extensive reading is reading pleasure. The readers should not struggle to understand every single word. In hence, they just need to get general understanding of the text.

The rest two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called intensive reading. In this case, a deep and through understanding of the text in needed. The concern is for detailed comprehension of the text. The objective is to achieve full understanding of every single word in the text, such as the logical argument, pattern of the text, of it is symbolic, of the attitudes and purposes of the author.

2.1.2 The teaching of reading

The student it is not needs steps in delivery the material. Since, it will confuse when the teacher tells the students "okay, now please read the text on page 25 silently". There is no hints or introduction before begin to read the text. It will be difficult during reading for the student has no clue to activate their background knowledge as well. Therefore, the steps which stated at the beginning of should be taken by the teacher in teaching reading.

2.1.3 Reading comprehension

Reading involves a number of cognitive processes. Reading has a communicative value and functions as an active skill as cognitive processes are working during reading. There are many factors which can make the students understand well about the text. According to Healy (2002:1) "It is dependent upon a number of factors including a child's world knowledge, vocabulary, and memory skills". Of all the skills, children must acquire in their lives is reading, which is the most critical one for future success in school as well as throughout life.

The definition of reading approach in Longman Dictionary (1992:307) stated that in foreign language teaching, a program or method in reading comprehension is the main objective. In a reading approach (a) the foreign language is generally introduce through short passage written with simple vocabulary and structures (b) comprehension is taught through translation and grammatical analysis (c) it the spoken language is taught, it is generally use to reinforce reading and limited to the oral reading of texts.

DoE (1998:7) stated a conclusion below:

Every teacher should strive to teach and model these activates in the Reading and Writing Focus Time by:
- Acting as a model reader for the learners in Shared and Guided Reading Sessions
- Teaching learners to apply reading strategies when they are not sure about the text (e.g. re-reading, reading ahead, using pictures)
- Providing a rich and varied literacy environment that includes interesting reading material, display and engaging multimedia resources (e.g. audio, video and other heads) that reflects the cultural diversity of the school and community
- Providing Opportunities for discussion, teamwork and other social interaction that make reading interesting and fun

- Using effective practices for engaging learners in large groups (whole Class Shared Reading and Writing Session), small groups (guided Reading and Writing Sessions) and Individual instruction (Independent Reading)
- Using reflective practice, observation and a variety of assessment strategies to indentify each learner's needs and provide differentiated instruction.

Based on the above theory that the teaching of reading, a teacher should be able to be creative and not monotonous in teaching. A lot of media that can be used in the process of teaching reading as used videos and pictures. Due to the use of media and a fun way can improve the spirit of learning for students and make students interested and excited in participating in the learning process, this is because the students are not saturated because of the teaching process that only they were told to open the handbook after that just told to read and answer the questions listed in the book.

Reading comprehension activities should be chosen carefully. The activities may include some contents of the text and also relate it to the readers' background knowledge. It is fundamental to take the author's point of view into consideration for a full understanding of the text. This may be covered through open-ended question, multiple-choice question, true false statements, etc. Otherwise text comprehension may simply turn into s non-linguistic activity such as matching pictures and paragraphs (Saricoban, 2002:2).

2.2 Narrative text.

The Researcher uses narrative text in this study. Then, it is important to know further about the concept of narrative text. In this part,

the researcher will explain more about definition of narrative text, generic structure of narrative text and the example of narrative text.

2.2.1 Definition of Narrative text.

A narrative text is an imaginative story to entertain people. Narrative text is one genre that is taught in junior high school.

2.2.2 Generic Structure of Narrative text.

According to (kistono et al 2007:101) a narrative text has a social purpose to entertain the reader through a real experience or imagination. The generic structure is as follow.

a. Orientation

It is about the opening paragraph where the characters of the story are introduced, including time and place.

b. Complication

Complication is part of the narrative text that reveals problems or conflicts that occur in the main character in the text.

c. Resolution

Resolution is part of the narrative text that contains about solving problems that occur on the main character in the text. This part can be a good end, or otherwise.

2.2.3 Example of Narrative text

Amir Inggris,2015,Contoh Narrative Text The Legend of Sura and Baya(online).Retrieved from:http://www.sekolahbahasainggris.com /contoh-narrative-text-the-legendof-sura-and-baya-beserta artinya/.Nopember 2015.

The Origin of the city Surabaya

Once upon a time, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They dwelled in an ocean. Once Sura and Baya were looking for some nourishment. Abruptly, Baya saw a goat."Yummy, this is my lunch," said Baya.

"No way! This is my midday meal. You are greedy" said Sura. Then they battled for the goat. After several hours, they were very exhausted.

Feeling exhausted of battling, they lived in the different places. Sura dwelled in the water and Baya dwelled in the land. The border was the sandy shore, so they would never battle afresh.

One day, Sura went to the land and looked for some nourishment in the stream. He was very famished and there was not much nourishment in the sea. Baya was very furious when he knew that Sura broke the pledge.

They fought afresh. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura eventually provided up and A went back to the sea. Baya was happy.

2.3 Teaching English using game

In teaching English using games and gaming has always been an influential part of society and culture. Within the last 35 years, due to numerous technology innovations, electronic games in many formats have become ubiquitous in everyday life. This ubiquity has meant that games and gaming have permeated into many fields and disciplines for multiple purposes including teaching and learning. Past research has examined the use of both electronic and non-electronic games, but the field of education still lacks a comprehensive framework for exploring the role of the games for teaching

and learning, the relationship of educational games to other fields, and a synthesis of best practice for current and future design, implementation, and research.

The purpose of this research is to set a framework for understanding past, current, and future research in educational gaming. In doing so, we also hope to continue a conversation within education as well as with other fields that advance research, development and practice within a common framework, especially in reading context and commonly in reading comprehension.

According to Steve (2002:3-4),Nowadays teachers compete against a world of entertaining distractions in which the best instructional programming seems to incorporate a prescribed mix of eye candy, puppets, storytelling, cartoons, and music and the hard obstacles from online game which is spending the majority of our student time. This is a tough act to follow! But mass media cannot deal with our students' needs on a daily and continuing basis. We all know what our students need in terms of curriculum and application, but sometimes we need help in creating the appropriate education to-entertainment mix that meets their needs on a day-to-day basis.

In sugar's view games are capable ways for the teacher to convey the material for learning. Sugar further state that games can support teacher maximize every students' learning ability (2002:4). It can be concluded that games is smart idea in teaching english. Moreover, games can interst and motivate foreign language student's in the classroom. The other funcition of game is it can tighten a team works. By using gams are obtained to eliminate

difficult a task. Thefore, using games can reiforce and improve multitasking of the students' as the learner.

As educators and parents, we are always looking for ways to engage our students and our children with the classroom topic. Our lessons are not "work" to us, and we certainly don't want them to be "work" to our students. In teaching English through a game we want our students to know more about the topic, to become vested in their own learning experience connecting their own dots and experiencing their own ideas.

2.4 Jeopardy Game

Jeopardy game is an exciting interactive game brings the sights and sounds of the TV show Jeopardy! This game brings our classroom more enjoyable and active. From the moment students hear the distinctive Jeopardy! Theme music, they'll be immersed in an entertaining multimedia experience, beside that; this game is a program of television trivia game which has some topics with several questions completed by certain value or score for each topic. If the players are successful answering the question, they will score as much as the values stated. If they fail, the score will be decreased as much as the values stated in the question. (Friedman, 2005:12)

From the explanation above we can conclude that Jeopardy Game has its own procedure or steps, for more explanation about Jeopardy games and how it is use in generically or in common game on Television is written down below:

➢ **Consider How Strictly to Enforce Game Rules**

Classroom Jeopardy's game play flexibility helps ensure that the game will be appropriate for different ages and skill levels. You, as the educator, are able to enforce rules and judge responses according to your own discretion.

➢ **Correct Responses**

It's up to you, as the host, to decide what qualifies as a correct response. You may, for example, choose to accept responses that are not worded in the form of a question, especially if you work with elementary-age students. Whatever approach you choose, be sure that you clarify your expectations to your students and are consistent in your enforcement.

➢ **Time Limits**

Use your own judgment to determine how strictly to enforce the 7-second time limit, but be consistent. With younger students, in particular, you may decide to be lenient, this is only an example of using time in this game, but commonly we can use our time limit depend on our condition.

➢ **The Number of Responses Allowed per Clue**

Classroom Jeopardy! Has a special built-in feature that allows the other players to "signal in" with a response once an incorrect response has been given. (This is just how TV's Jeopardy! works.) Although a player who has responded incorrectly is not allowed to try the same clue again, you may choose to allow other players to answer it. In a three-player game, for example, if a player responds incorrectly, you may choose to move on to a new clue or to allow the other two players to signal in. If the

second response is also incorrect, you may again choose to move on or allow the remaining player to signal in. If Accessory Scoreboards are used (see page 80), up to six players can get a chance to respond to a clue. In general, it's best to have a consistent policy throughout the game, but you may need to make exceptions for some clues—for example, those that call for a true or false response. In certain instances, you may want to give players only one opportunity to answer. For example, if a category consists of clues in which players identify a given statement as true or false, the player who responds incorrectly unwittingly gives away the correct response. To prevent players from getting an unfair advantage over the player who responds incorrectly, you have the option of making certain clues single-play. Single-play clues allow only one player to respond. If a player responds incorrectly, points are taken off that player's score, and the game takes players back to the Classroom Jeopardy! game board where a new clue is chosen. You can choose to make some or all of the clues in a category single-play. For example, if all five clues in a category were true/false clues, you would probably want to assign the single-play feature to the entire category. If only Clue 1 were a true/false clue and the remaining clues multiple-play, then you would assign the single-play feature to just Clue 1.

➢ **Introduce the Game Rules to the Class**

Classroom Jeopardy! Is very fast-paced—there won't be time to adequately explain the rules during a game. Avoid cries of "I didn't know

that rule!" and "That's not fair!" by introducing the basic game rules before the students play.

2.5 Previous study

To avoid duplication, the writer reviews the previous studies that out of media in teaching of reading, including the writer herself. Some previous researchers have done some studies about the useful of using jeopardy game in teaching reading narrative text. One of them Agung Budi Setyawan,2014 entitled "*The Implementation of modified jeopardy! Game to teach speaking descriptive text to seventh graders of SMP AL-ISLAM KRIAN"* Universitas Negeri Surabaya, unpublish. On the research the researcher used a descriptive qualitative research. He makes a modified *jeopardy!* Game in technique which can be used for teaching speaking through pictures. It could be used to keep students' motivation in speaking because of its steps. Another study from Fauziah, Hediati,2015, entitled ""*Improving Reading Comprehension Skill through KWL Strategy to the Eight Grade VIII F Students in SMP Al Islam Krian academic year 2014/2015*"", Universitas Muhammadiyah Surabaya, unpublished. On the research is conducted in order to improve students' reading skill at eighth grade students through KWL strategy and this research is related to the result of observation showed that the students skill to comprehend the reading text was lack. This research used a Classroom Action Research (CAR) which is conducted to solve the students' problem in English reading. The Classroom Action Research (CAR) was done based on the Kemmis and Mc Taggard's theory. The researcher did two cycles in which each cycle consist of planning, acting, observing and reflecting. The data were

gathered through qualitative data. The researcher also get previous from journal From Denni Nurdwianshah et all,2013, entitled *"Teaching Reading Comprehension on Narrative Text By Using Power point animations"*, Universitas Tanjungpura Pontianak, publish. The researcher used a pre-experimental study in one group pre-experimental study in one group pretest posttest design. The data of this research were collected by using measurement technique that was written test in the form of essay test numbering 10 items. The finding of the research showed that PowerPoint Animations increased the students' achievement in reading comprehension significantly and highly effective.

Based on several previous studies upon which distinguish this thesis is the use of media in teaching reading jeopardy game in narrative text. Because Jeopardy game is generally used in teaching speaking. But in this research the researchers analyzed the reading of narrative text by using media jeopardy games.