CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, there are some previous researches which related to this, they are:


The results showed Course Review Horay method can increase the activity and students’ learning outcomes. In the first cycle students’ learning activities achieve the score 76.45%. It includes an active category. In the second cycle students' learning activities increased 84.41%. It is categorized as very active. Classical learning completeness also increased becomes 83.33%. ¹

The similarity between her research and the writer’s is on the strategy. She and the writer used Course Review Horay. While the differences of her research and the writers are the material and the kind of research, her research focused on math (pembahasan himpunan) and used Classroom Action Research, whereas the writer will focus on reading narrative text and will use experimental research.

The writer stated that there is something new in this research. It means that CRH put into mathematic classes, but the writer put in the learning narrative text as a subject.

2. A thesis written by Dista Devitasari the student of Tarbiyah and Teachers’ Training Faculty of Syarif Hidayatullah State Islamic University Jakarta, entitle “The Effectiveness of Using Pictures in Teaching Narrative Text”. (An Experimental Study of Eighth Grade Students of Nusantara Plus Junior High School Ciputat)

She used picture in teaching narrative text for the eighth grade students of Nusantara Plus Junior High School Ciputat. The result showed that there is significant difference between teaching narrative text using pictures and non-pictures. It means that teaching narrative using picture is effective. It can be seen from the hypothesis that $t_0$ is bigger than $t_i$ namely $4.74 > 2.02$.²

² Dista Devitasari (104014000289), “The Effectiveness of Using Pictures in Teaching Narrative Text”, An Experimental Research at SMP
The difference between her researches with the writer’s is on the strategy. She used the picture as a strategy in teaching narrative text, while the writer uses CRH. The similarity of both is that she and the writer concern on Narrative text.

The writer stated that there is something new in this research. It means that usually teachers deliver the material using a picture for the tools. The writer put Course Review Horay as a strategy in learning narrative text.

B. Theoretical Framework

1. Reading skill
   a. Definition of reading

   In my view, reading is important in the process of understanding and remembering of the text. A successful comprehension occurs if it involves the reader to discover the meaning needed to achieve the particular purposes in the text. It is a process of putting the reader in contact to the ideas. In this case, getting the meaning of the sentence is to find out a number of ideas from a reading text.

   In the reading process, comprehension is needed to get the goal of reading. According to Grabe & Stoller, reading ability needs the ability to understand or to gain

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information from a text. It means reading is not only to get the information, but also to comprehend the text. Furthermore, Heilman & Blair stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In conclusion, reading comprehension is an interaction between thought and language to get the meaning or comprehend a text.³

b. Types of reading

Hall Donald divides types of reading become four types, they are:

1) Reading for Information

It is type of reading to get something new for enrich the knowledge. This reading used skimming technique. It is to get information that they want. Usually, it is learn about a trade, or politics, or how to accomplish something. For example, we read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page. Quick eye-reading is a necessity to anyone who wants to keep up

with what's happening, or learn much of what has happened in the past.\(^4\)

2) Reading for Ideas

Usually, this reading used by a philosopher, to get some ideas from read the literature. They need a lot of time to spend with the eyes turned away from the pages, reflecting on the text. Intellectual writing requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.\(^5\)

3) Reading to Escape

Usually, the technique is scanning. This reading used by the housewife and the tired businessman, because their works can dispose the time. It can make their emotional well.\(^6\)

4) Reading to Engage

This type is used to understand, enter to the literature, and also imagine it. It concludes that this reading can make concentrate with the text, for example if we read a work of literature properly, we


\(^5\) Hall, Donald, *Four Kinds of Reading Thinking in Writing 2nd ed.* ... p.165

\(^6\) Hall, Donald, *Four Kinds of Reading Thinking in Writing 2nd ed.* ... p.166
read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds. We also register a track of feeling through the metaphors and associations of words. The great writers reward this attention. Only by the full exercise of our powers to receive language can we absorb their intelligence and their imagination. This kind of reading goes through the ear--though the eye takes in the print, and decodes it into sound--to the throat and the understanding, and it can never be quick. It is slow and sensual, a deep pleasure that begins with touch and ends with the sort of comprehension that we associate with dream. To read literature is to be intimately involved with the words on the page, and never to think of them as the embodiments of ideas which can be expressed in other terms. Great literature, if we read it well, opens us up to the world, and makes us more sensitive to it, as if
we acquired eyes that could see through things and ears that could hear smaller sounds.\textsuperscript{7}

From the explanation above it can be drawn by the chart:

Table 2.1

<table>
<thead>
<tr>
<th></th>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental</td>
<td><strong>Information</strong></td>
<td>Ideas</td>
</tr>
<tr>
<td></td>
<td>Skim</td>
<td>Reflect</td>
</tr>
<tr>
<td>Emotional</td>
<td><strong>Escape</strong></td>
<td><strong>Engage</strong></td>
</tr>
<tr>
<td></td>
<td>Scan</td>
<td>Experience</td>
</tr>
</tbody>
</table>

One of the activities of people is reading. It can rich the knowledge about anything that their wants. Usually, they read some books, newspapers, magazine, novels, etc. Many teenagers like some novels, for examples Harry Potter, Star Wars, Casino Royale, The Rainbow troops, etc. The novel can include imaginary narrative, factual, or both of them. It is one of genre.

2. **General Concept of Genre**

   a. **Definition of genre**

   It is a term of grouping text together, representing how written typically use language to respond to recurring situation. The concept of genre is based on the idea that members of community usually have a little difficulty in recognizing similarities in the text they use frequently and

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\textsuperscript{7} Hall, Donald, *Four Kinds of Reading Thinking in Writing 2nd ed.* ... p.167
are able to draw on their repeated experiences with such texts to read, understand, and perhaps write in relative easily.

According Entika and Musarokah, genres can be recognized from three rhetorical structures. They are social function, schematic structure, and language / linguistics features. Genres differ in terms of their social purposes for which of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved.  

b. **Kind of genre**

Actually, there are two different kinds of genres / text types. Moreover, every kind of genre has different social function, schematic / generic structure, and language feature. 

<table>
<thead>
<tr>
<th>Story Genre</th>
<th>Factual Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Narrative</td>
<td>1. Procedure</td>
</tr>
<tr>
<td>2. News story</td>
<td>2. Explanation</td>
</tr>
<tr>
<td>4. Anecdote</td>
<td>4. Exposition</td>
</tr>
<tr>
<td>5. Recount</td>
<td>5. Discussion</td>
</tr>
<tr>
<td>6. Spoof</td>
<td>6. Description</td>
</tr>
<tr>
<td></td>
<td>7. Review</td>
</tr>
</tbody>
</table>

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8 Entika F. Prastikawati dan Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 9-10

9 Entika F. Prastikawati dan Siti Musarokah, *Writing 3 Handouts and Assignments*,..., p. 11
<table>
<thead>
<tr>
<th>Story Genre</th>
<th>Factual Genre</th>
</tr>
</thead>
</table>

3. Narrative

a. Definition of Narrative

Rachmat Wahidi in *Genre of the Text* defines narrative as a text focusing specific participants. The social function of narrative text is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The basic purpose of narrative text is to entertain, to gain and hold a readers’ interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. There are many types of narrative text. They can be imaginary, factual, or combine of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, ballads, slice of life, and personal experience.\textsuperscript{10} R.R. Jordan states narrative text as a piece of academic writing contains some kinds of historical background or development that usually in the form of account or

\textsuperscript{10} Rahmad Wahidi, *Genre of The Text*, http://rachmatwahidi.wordpress.com, p. 7-8, taken on September, 23\textsuperscript{th}, 2015, 06.25 am.
description of events in the past which entails following a
time sequence or chronological order.\textsuperscript{11}

It can conclude from the theory above that
narrative is text that tells a story to entertain and to inform
the reader or listener. It means that the text can make their
feel more diverting to read or listen, and increase the
knowledge about the text.

b. Social Function of Narrative

The social function of narrative is to amuse, to
entertain, and to deal with actual or various experience in
different ways. Narrative deals with problematic events
which lead to a crisis or turning point of some kind, which
in turn find a resolution.

c. Generic Structure of Narrative

1) Orientation

Orientation is introducing the participants and
informing the time and place. Orientation in which the
characters, settings and time of the story established.

For example:

\textit{“Once upon a time a long, long time ago in hill
outside a little village, there was a big palace bigger
than the village itself and in the place there lived a
King. The king wanted to be rich.”}

\textsuperscript{11} R.R. Jordan, \textit{Academic Writing Course}, (London and Glasgow:
2) **Complication**

Complication is describing the rising crises which the participants have to do with. The complication usually involves the main characters often mirroring the complication in real life. The complication is the heart structure of narrative text. It will determine whether the text “lives” or not. If the narrative text considers as the “live” text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly narrative text appears as story text. In literary term, the complication structure is called conflict or problem.\(^\text{12}\)

For example:

*“One day the king promised one of his gardener three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardeners searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.”*  

3) **Resolution**

Resolution is showing the way of participant to solve the crisis, better or worse. There needs to be resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. For example:

“The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilized and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for long time, staring at it open- mounted, the gardener asked for his tree million coins. So the king agreed to the request, and the gardeners took his money and went home and live happily ever after.”

Below is the example of narrative and its generic structure:

<table>
<thead>
<tr>
<th>The Golden Tree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation:</strong> Once upon a time a long, long time ago in hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a King. The king wanted to be rich.</td>
</tr>
<tr>
<td><strong>Complication:</strong> Now, one day the king promised one of his gardener three million gold coins if he could grow a tree all year round which bore rich golden fruit.</td>
</tr>
</tbody>
</table>
The gardeners searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

**Resolution:** The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilized and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for long time, staring at it open-mounted, the gardener asked for his tree million coins. So the king agreed to the request, and the gardeners took his money and went home and live happily ever after.13

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13 Entika F. Prastikawati dan Siti Musarokah, *Writing 3 Handouts and Assignments* … p.16-17
where to go to get the right seed to plant. Finally, the gardeners took presents’ King, and live happily ever after.

d. Language features of Narrative

1) Focus on specific and usually individually participants

Specific participant is a participant constructed by the grammar as having specific identical referent in the context. E.g. the King and the gardener.

2) Use of material (action) processes

3) Use of past tense e.g. went, knew, lived, planted, etc.

4) Use of temporal conjunctions and circumstance

4. Course Review Horay (CRH)

a. Definition of CRH

The learning model is a pattern that is used as a guide in the class. According to Arends, learning model refers to the approach used includes objectives learning, the stages in the learning activities, learning environment, and classroom management. This learning model can be defined as the conceptual framework to write a systematic procedure in organizing learning experiences to achieve objectives learning.

14 Entika F. Prastikawati dan Siti Musarokah, Writing 3 Handouts and Assignments … p.15

Related the theory, learning model CRH can manage the class well. It is a model of learning that can create a classroom becomes interest and fun because any student who can answer correctly then the student is required to shout “hurray!” Or other slogans are preferred. So, students feel more interested and eagerly.\textsuperscript{16}

Learning model CRH can also include into cooperative learning. It is a broader concept, dominated all types of group work including the forms led by a teacher or directed by the teacher. Cooperative learning is generally considered to be directed by the teacher, which teachers assign tasks and questions as well as provide materials and information designed to help learners to solve the problem was intended. Teachers usually assign a specific test form at the end of the task.\textsuperscript{17}

b. Steps of CRH

There are some steps in this method as follows:

1) Teachers convey competence to be achieved
2) Teachers demonstrate or present material according to topic
3) Gives students the opportunity debriefing

\textsuperscript{16} Eko, \textit{Model Pembelajaran Course Review Horay}, \url{http://www.ras-eko.com/2011/05/model-pembelajaran-course-review-horay.html} \textit{taken on September, 29\textsuperscript{th} 2015, 03.17 pm.}

\textsuperscript{17} Agus Suprijono, \textit{Cooperative Learning Teori & Aplikasi PAI KEM}, ... p.54
4) The teacher divides the students into some groups
5) To test comprehension, students were told to make some cards with number.
6) The teacher read the questions randomly and students write the answers in the cards whose number is mentioned by the teacher and then immediately discussed, if the students answer correctly with checklist mark (✓) and wrong answer with the cross mark (✗)
7) Students who have got the sign checklist mark (✓) must shout hurray
8) The winner got a largest amount of checklist mark (✓).
9) The winner gets a reward.  

c. Advantages and Weakness of CRH

The advantages of CRH learning model are:

1) Learning will be interesting and encouraging students to be able to plunge into it.
2) Learning will not monotonous.
3) Students are more enthusiasm for learning because the learning pleasantly.

The weakness of CRH learning model are:

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18 Agus Suprijono, *Cooperative Learning Teori & Aplikasi PAIKEM* ... p. 129.
a) Students are active and passive have a same value.

b) The opportunities for cheating.\textsuperscript{19}

From the advantages above that the students will upgrade their spirit to learn by group working. Because the games are able to help students use and practice the language in a relaxed way.

C. \textbf{Hypothesis}

The hypothesis is a temporary answer to the problems of research, which is still to be tested empirically.\textsuperscript{20} Based on the statement above, hypothesis is a conjecture or predictions must be verified and need to prove the truth after collecting data.

The hypothesis of this study is by using Course Review Horray (CRH) to improve students’ achievement in teaching reading narrative text is effective. The score of students who were taught by using Course Review Horray (CRH) are higher than the students who were not taught by using Course Review Horray (CRH).
