CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses previeus studies, reading (the nature of reading comprehension, problem in reading, reading assessment, the good reading instruction,) Reading Strategy(nature of reading strategy, principles for teaching teenagers, micro skills, kinds of teaching reading strategy) Narrative text (definition of narrative text, the generic of narrative text,.kinds of text, generic structure of narrative text, language features of narrative text.

A. Previous Studies

1. Nila Sari who conducted a study entitled "Teaching Reading Narrative Text by Using Very Important Point (Vip) Strategy at Senior High School. This study shows that Very Important Point (VIP) Strategy is one of many strategies that is used in teaching reading. Very Important Point (VIP) Strategy is also a teaching strategy that make the students easy to understand and comprehend in reading text. In addition, Very Important Point (VIP) Strategy is also a strategy that will make the students more creative. Very Important Point (VIP) Strategy has some advantages in teaching reading. The first, the students will be active in learning reading text. Second, the students will be more understand about the text. Third, the students will berememberd the important point in the text. Next, the teacher will be easier to know ability the students in comprehending the text. The last, the teacher can keep track of students' thinking trough this Very Important Point (VIP) Strategy. Therefore, Very Important Point (VIP) Strategy can be used in reading skill. Very Important Point (VIP) Strategy can be used in teaching narrative text. This Very Important Point (VIP) Strategy can help the students in reading comprehension.[1]

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[1] Nila Sari, *Teaching Reading Narrative text by Using Very Important Point (VIP) Strategy at Senior High School,* Pgri Sumbar West SumateraPadang : 2013

2. Suci Kumala Sariwho conducted a study entitledThe Effectiveness of Using Semantic Mapping Strategyin Teaching Reading Comprehension of Narrative Text (A Case of the EighthGrade Students of SMP Negeri 6 Semarang in the Academic Year of2012/2013.This research was aimed toinvestigatethe effectivenessofusing semanticmapping strategy in teaching reading comprehension of narrative text and thesignificant difference on reading comprehension of narrative text betweentwogroups: who were taught using semantic mapping strategy and those who weretaught using quick reading method.The design of this study was experimental study.Thepopulation of thisstudy was the eighth grade students of SMP Negeri 6 Semarang in the academicyear of 2012/2013. The number of the subjects was 60 students. The data wereobtained by administering reading test to the VIII B as control group and VIII Cas experimental group. The research was startedby givingpre-test,treatments,and post-test to both experimental and control groups. The data of the test wereanalyzed by using *t*-test formula toknowthe difference of thestudents'comprehension in reading narrative text between two groups.

Based on the research conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMPN 6 Semarang.[2]

3. YukoIwai , conducted a study entitled The Effects of Metacognitive Reading Strategies: Pedagogical Implicationsfor EFL/ESL Teachers. This study shows Research regarding the teaching of reading for English as a Foreign Language (EFL) andEnglish as a Second Language (ESL) is still ongoing. This study focused on metacognitivereading strategies for these learners, first revisiting the concept of

[2]Suci Kumala Sari, *The Effectiveness Of Using Semantic Mapping Strategy In TeachingReadingComprehensionOfNarrativeTex*n (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)ENGLISH DEPARTMENT FACULTY OF LANGUAGES AND ARTS SEMARANG STATE UNIVERSITY 2013

metacognition as proposed byFlavell, and then going on to explain reading strategies that require metacognitive skills withinthree knowledge dimensions: declarative, procedural, and conditional. Existing literature onmetacognitive reading strategies for EFL/ESL learners is discussed, and pedagogicalimplications for teachers are offered, which include providing learners with explicit instructionas well as a variety of metacognitive reading strategies to help students to become independenlearners. Research regarding the teaching of reading for English as a Foreign Language (EFL) andEnglish asa Second Language (ESL) is still ongoing. This study focused on metacognitivreading strategies for these learners, first revisiting the concept of metacognition as proposed byFlavell, and then going on to explain reading strategies that require metacognitive skills withinthree knowledge dimensions: declarative, procedural, and conditional. Existing literature onmetacognitive reading strategies for EFL/ESL learners is discussed, and pedagogicalimplications for teachers are offered, which include providing learners with explicit instructionas well as a variety of metacognitive reading strategies to help students to become independentlearners.[3]

4. Intan Permatasari, Improving Students' Reading SkillOf Narrative Text By Using Story MappingStrategy: A Classroom Action ResearchAt The Eighth Grade Studentsof SMP N 1 Undaan KudusIn The Academic Year 2011/2012, this research is Classroom Action Research (CAR). It is one of kind of research that is done by teacher in the class. It consist of four stages. These are planning, acting, observing and reflecting. The subject of the research is the eighth grade students of 8C class of SMP N 1 Undaan Kudus in academic year 2011/2012. After doing three cycles in teaching reading, there are improvement in each cycle in students' skill in reading narrative text. The result of reading skill is in cycle 1 is 65.89%, in cycle 2is 76.28%. The

[3]Yuko Iwai, *The Effects of Metacognitive Reading Strategies: Pedagogical Implicationsfor EFL/ESL Teachers,* Reseach journal: 2011

improvement score also happened in cycle 3 is 81.82%. The result of the students' achievement from cycle 1 to cycle 2 increase 10.39% and cycle 2 to cycle 3 increase 5.54%. Besides the score, the students's activeness also increases in cycle 2 and in cycle 3, the students show that they are more active, interested and understand about the material clearly, so the research can be stopped. Based on the result of this research, the writer concludes that story mapping strategy can improve students's skill in reading narrative text of the eighth grade students of SMP N 1 Undaan Kudus in academic year 2011/2012. Therefore, the writer suggests the teacher to usestory mapping strategy for teaching reading narrative text.[4]

5. Yemima Alberti, Improving Students' Reading Comprehension On Narrative Texts By Using Story GrammarStrategy At Grade Viiid Of Smp N 1pondok Kelapa Bengkulu Tengah, this research, the researcher used quantitative and qualitative data to see the improvement of the students' reading comprehension and the factors influence the changes of students' reading comprehension. The instruments of this research were reading comprehension test, observation checklists and fieldnotes, and interview. Based on the result of the test, the students who passed the standard score improved from 30% in the preliminary data to 73,33% at the end of the research. It means that Story Grammar strategy improves students' reading comprehension that was influenced by student's factors (attention, interest and participation) and teacher's factors (choosing the material and classroom management).[5]

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[4]Intan Permatasari, *Improving Students' Reading SkillOf Narrative Text By Using Story MappingStrategy: A Classroom Action ResearchAt The Eighth Grade StudentsOf Smp N 1 Undaan KudusIn The Academic Year 2011/2012*, English Education DepartmentTeacher Training And Education FacultyMuria Kudus University2012.

[5]Yemima Alberti,*Improving Students' Reading Comprehension On Narrative Texts By Using Story GrammarStrategy At Grade Viiid Of Smp N 1pondok Kelapa Bengkulu Tengah*,

The differences between this study, Nila's study, Suci Kumala Sari'sstudy, yuko's study, Intan Permatasari's, Yemima Alberti are, this is study will only conduct the strategies used by the teacher in teaching narrative text in general, meanwhile Nila's study studied specific strategy in teaching narrative named very important point, Suci Kumala Sari's study also studied specific strategy in teaching reading, namedmapping strategy, and Yuko's study also studied the effect of specific strategy named metacognitive reading strategy, Intan Permatasari's study also studied specific strategy in reading skillof narrative text named is using story mappingstrategy, Yemima Alberti study also studied specific strategy inreading comprehension onnarrative texts named is using story grammar.

B. Reading

1. The Nature of Reading Comprehension

There are some definitions of reading comprehension given by some expert. Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[6] According to Pearson Johnson, reading comprehension is a process of relating the new to the known based on the similar notion.[7]

Smith in Fauziati defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information. This insight will be the point of departure in the discussion on the theories of reading.

English Education Study Programlanguage And Arts DepartmentTeachers' Training And Education FacultyBengkulu University2014

[6]H. Douglas Brown, *Teaching by principles: An interactive Approach to Language Pedagogy,* San Fransisco State University, 2001, p. 306
[7]David Nunan, *Language Teaching Methodology: A Texbook for Teachers*. London: International Book Distribution Ltd, 1998, p.67

Meanwhile, Godman states that based on a modern psycholinguistic perspective, reading is considered as "a psycholinguistic guessing game". This activity involves an interaction between thought and language. The reading processes are cycles of sampling, predicting, testing, and conforming. By guessing, the readers predict, test, and confirm the content of the text. This implies that the learner's background knowledge is important to help understand the text.[8]

Reading comprehension is an active process in the construction of meaning. It is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas and viewpoints.[9] Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[10]

Based on thedefinition above, it can be inferred that reading comprehension is a process of understanding written text that involves both perception and thought. Related to the study, the students read and understand texts by involving their word knowledge. Besides, their knowledge about the text types and the strategy used also help them to understand the text.

2. Problem in reading

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[8]Endang Fauzi, *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University Press. 2002 p. 139

[9]International Academy of Education, *Teaching Reading: Educational Practices Series-12,* (online), http://www.curtin.edu.au/curtin/dept/smec/iae (accessed on Marc 20th, 2014)

[10]Janette K. Klingner, Sharon Voughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p.8

a. A kid's perspective: What this feels like to me

   Children will usually express their frustration and difficulties in a general way, with statements like "I hate reading!" or "This is stupid!". But if they could, this is how kids might describe how comprehension difficulties in particular affect their reading:

   1) It takes me so long to read something. It's hard to follow along with everything going on.

   2) I didn't really get what that book was about.

   3) Why did that character do that? I just don't get it!

   4) I'm not sure what the most important parts of the book were.

   5) I couldn't really create an image in my head of what was going on.

   6) Click here to find out what kids can do to help themselves.

b. A teacher's perspective: What I see in the classroom

   Here are some clues for teachers that a student may have problems with comprehension:

   1) He seems to focus on the "wrong" aspect of a passage; for example, he concentrates so much on the details that the main idea is lost.

   2) She can tell the outcome of a story, but cannot explain why things turned out that way.

   3) He does not go behind what is presented in a book to think about what might happen next or why characters took the action they did.

   4) She brings up irrelevant information when trying to relate a passage to something in her own life.

   5) He seems to have a weak vocabulary.

   6) She cannot tell the clear, logical sequence of events in a story.

7) He does not pick out the key facts from informational text.

8) He cannot give you a "picture" of what's going on in a written passage; for example, what the characters look like or details of where the story takes place.

9) Click here to find out what teachers can do to help a student at school.

c. How tohelp

With the help of parents and teachers, kids can learn strategies to cope with comprehension problems that affect his or her reading. Below are some tips and specific things to do.

What kids can do to help themselves:

1) Use outlines, maps, and notes when you read.

2) Make flash cards of key terms you might want to remember.

3) Read stories or passages in short sections and make sure you know what happened before you continue reading.

4) Ask yourself, "Does this make sense?" If it doesn't, reread the part that didn't make sense.

5) Read with a buddy. Stop every page or so and take turns summarizing what you've read.

6) Ask a parent or teacher to preview a book with you before you read it on your own.

7) As you read, try to form mental pictures or images that match the story.

d. What teachers can do to help at school

1) As students read, ask them open-ended questions such as "Why did things happen that way?" or "What is the author trying to do here?" and "Why is this somewhat confusing?"

2) Teach students the structure of different types of reading material. For instance, narrative texts usually have a problem, a highpoint of action, and a resolution to the problem. Informational texts may describe, compare and contrast, or present a sequence of events.

3) Discuss the meaning of words as you go through the text. Target a few words for deeper teaching, really probing what those words mean and how they can be used.

4) Teach note-taking skills and summarizing strategies.

5) Use graphic organizers that help students break information down and keep track of what they read.

6) Encourage students to use and revisit targeted vocabulary words.

7) Teach students to monitor their own understanding. Show them how, for example, to ask themselves "What's unclear here?" or "What information am I missing?" and "What else should the author be telling me?"

8) Teach children how to make predictions and how to summarize.[11]

3. Reading Assessment

Before Reading

1. What strategies do students use for selecting a text?

2. How do students approach a text? (Do they skim through it? Read the title page?

3. Are students able to state their purposes for reading a particular text?

4. When and where do students choose to read?

During Reading

1. Do students demonstrate immediate emotional reactions (laugh, cry, etc.)?

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[11]C.R. Adler, What the problem lookslike,http://www.readingrockets.org/helping/target/comprehension (accessesed on 13-Jan-16 09.30 pm)

2. Can student code or mark important passages in the text during reading for further inquiry?

3. Do students stop and think aloud during their reading? What do the students talk about?

4. As students read a text, what strategies do they employ? Are they reading fluently, or is the reading choppy? Can they adjust their rate of reading to ensure understanding?

After Reading

1. Are students able to talk about the text when they are finished? Can they paraphrase or summarize what they have read? Do students draw inferences from the text?

2. Can students write a response entry in their literature response notebook?

3. Are students able to answer questions about what they have read?

4. Can students respond in other ways (write a book review, draw a picture, act out the story) to what they have read?.[12]

4. The good reading instruction

The National Research Council (NRC), a group of experts convened to examine reading research and address the serious national problem of reading failure. The NRC noted that for students to learn to read well they must a) understand how sounds are represented by print and be able to apply this understanding to read and spell words, b) practice reading enough to become fluent readers, c) learn new vocabulary words, and d) learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors. The NRC also found that it was important that teachers provide explicit instruction in phonemic awareness and

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[12]Frank Serafini, Class room reading assesments Portsmouth, 2010, p, 24.

phonics integrated with many opportunities to read and write meaningful, connected text.

This is about identifying and then exploring in more detail each of these components of powerful instruction:

1. Teach essential skills and strategies.

◊ *Effective reading teachers teach skills, strategies, and concepts.*

2. Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs

◊ *Effective teachers recognize that one size doesn't fit all and are ready to adapt instruction—both content and methods.*

3. Provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, including cumulative practice over time.

◊ *Students should not have to infer what they are supposed to learn.*

4. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.

◊ *Students need to be taught what to do when they get to a "hard word."*

5. Don't just "cover" critical content; be sure students learn it—monitor student progress regularly and reteach as necessary.

◊ *Effective teachers adjust their teaching accordingly to try to accelerate student progress.*[13]

C. Reading Strategy

    1. Nature of reading strategy

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[13]http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching(accessed on 03-March-16 08.18 pm)

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text. Since reading is a meaning-making task, any behaviours used to enhance student understanding help to create more effective readers. Drawing on works in cognitive psychology, strategies are defined as learning techniques, behaviours, problem-solving or study skills which make learning more effective and efficient[14]. In the context of reading, reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand[15]. Reading strategies refer to "the mental operations involved when readers purposefully approach a text and make sense of what they read"[16]. In short, reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Specifically they have the following characteristics :(1) deliberate, conscious plans, techniques and skills; (2) aiming to enhance reading comprehension and overcome comprehension failures; and (3) behavioural and mental. They are of interest for what they reveal about the way readers manage their interaction with the written text and how these strategies are related to text comprehension[17].

2. Principles for teaching teenagers

The method that should be avoided in teaching children may work at the upper levels of childhood. As mentioned in Activity One, the teaching method that entails sophisticated understanding and reasoning by the student is better for older children.

[14]Oxford, R., & Crookall, D. Research on Language learning strategies: methods,language findings, andinstructional issues. *Modern Language Journal,*1989. p,73.

[15]Block, E.. The comprehension strategies of second language readers. *Tesol Quaterly*, 1986 .p 20.

[16] Barnett, M. (1988). *More than meets the eye*. Englewood Cliffs, N. J: Prentice Hall Regents, p66.

[17] Carrell, P. L. (1989). Metacognitive awareness and second language reading. *Modern Language Journal,* p 73.

Teaching by explaining introduced in a class teenagers. In the presentation of grammatical concepts and meanings children may need only the examples or contexts, whereas teenagers may work for classes of teenagers. A method that entails understanding of grammatical rules, such as Grammatical Translation method can be used in the group. Complex problems in language learning can be solved the logical thinking for this group. This does not mean that in teaching teenagers we always need to employ such a method; there are still other methods for teenagers that may work better than grammar-oriented methods. In using a method that introduces grammar explanations care must be taken since the grammar of the target language is not end and grammar mastery of the language is not the goals of teaching the language. Language competence or the skill of language should be the goals of learning the target language so that grammar mastery should be consider as the basis for the language skills, either listening, speaking, reading or writing.

Different from children, who are more sensitive to that touches the five senses; teenagers have more increasing capacities for abstraction as a result of intellectual maturation. This important characteristic distinguished children from older students in learning the target language. Children are believed to be more concerned with 'here and now' rather than absent objects or abstract topic while order students are more ready to learn the target language without the absence of physical object. They are already good at handling abstract rules and concepts. This phycholinguistical characteristic will determine the suitability of a method or technique in language teaching. Giving commands of the community language learning, for an example, favors children in learning a language bat this way may not optimally for teenagers. Teenagers may feel uncomfortable and shy to follow instructions in a language class

since they may bring their egos into a classroom and the fragility of egos when doing physical responses.

Suggested procedure considers the characteristic of teenagers above, you can choose methods whose principleare not contradictory to the characteristic. One method that is believed to favor teenagers is the Community Language Learning (CLL). CLL, which was originally developed by Charles Curran, a specialist in counseling and a professor of psychological counseling techniques to learning, which is called Counselling-Learning. Community Language Learning represents the use of Counseling-Learning theory to each foreing languages. In order for you to understand the method more deeply, below are some of its underlying principles.

In CLL the class begins with conversation in the language of the learners. Language learners really express what is in their mind and responses from other learners are also logical and communicative expression. Language learners do not learn what is in teacher's head or what has been developed in syllabus. This strategy seems to maintain learner's security since the learners fell more secure when they know what they are you going to study. In CLL Language is not only used to communicate but also deepen intimacy between students and between students and teacher. In CLL language considered as social process, the syllabus of CLL method is not prepared. The "syllabus" may be a spontaneous syllabus that happen to be the topic of the discussing proposed by students. Language teachers cannot prepare a teaching material as expected by other traditional methods.

In CLL Language learners are stated in circle and they only face other language learners, and the teacher, who is relatively a stranger to them, remains outside the group. The teacher is the only one around that the language learners are defending

themselves from. By sitting together among themselves. Student will learn new behavior rapidly if they are not busy defending themselves from someone else.

In CLL the role of English language teacher is not only to teach a foreign language but also knower of the target language that has maintain learners' security. In language class a teacher is not only to deal with the target language but also the involved with other psychological aspect of his/her students. Learning teaching interaction is involved in whole person learning and language learning is believed to take place if language learners maintain their felling of security.

To teach English for teenagers, language teacher may consider a procedure of teaching a foreign language through Community Language Learning (CLL) introduced by Dieter adults, such the Grammar Translation Method, the natural Approach and the communicative Approach are also worth trying.[18]

3. Reading Microskills

Here are some of the micro-skills involved in reading. The reader has to:

1. Decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols.

2. Recognize vocabulary.

3. Pick out key words, such as those identifying topics and main ideas.

4. Figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context.

5. Recognize grammatical word classes: noun, adjective, etc.

6. Detect sentence constituents, such as subject, verb, object, prepositions, etc.

7. Recognize basic syntactic patterns.

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[18] Bambang Setiyadi, dkk,TEFL II, Pusat Penerbitan Universitas Terbuka,p 9,16.

8. Reconstruct and infer situations, goals and participants.use both knowledge of the world and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text.

9. Get the main point or the most important information

10. Distinguish the main idea from supporting details.

11. Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.[19]

4. Kinds of teaching reading strategies

1. Monitoring comprehension

Students who are good at monitoring their comprehensions know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand

- Identify what they do not understand

- Use appropriate strategies to resolve problems in comprehension.

2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit

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[19]http://www01.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudlnsFrALnggAndCltrLrnngPrgrm/ReadingSkill.htm(accessed on 03-March-2016 07.57 pm)

the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

3. Graphic and semantic organizers

    Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

    Regardless of the label, graphic organizers help students read and understand textbooks and picture bookscan help readers focus on concepts and how they are related to other concepts. Graphic organizers.

    Graphic organizers can:

    -   Help students focus on text structure "differences between fiction and nonfiction" as they read

    -   Provide students with tools they can use to examine and show relationships in a text

    -   Help students write well-organized summaries of a text

4. Answering questions

    Questions can be effective because they:

    -   Give students a purpose for reading

    -   Focus students' attention on what they are to learn

    -   Help students to think actively as they read

    -   Encourage students to monitor their comprehension

    -   Help students to review content and relate what they have learned to what they already know

    The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the

information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

5. Generatingquestions

    By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing storystructure

    In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing

    Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

-   Identify or generate main ideas

-   Connect the main or central ideas

-   Eliminate unnecessary information

-   Remember what they read.[20]

[20]C.R.   Adler,*Seven* Strategies *to Teach Students Text Comprehension* , http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension (accssed on wednesday 13-Jan-16 09.00 pm)

D. Narrative

1. Definition of narrative

Narratives are closely related to recounts. One difference lies in the buildup in a Narrative to some kind of problematic climax which is then resolved. Narratives also are characterized by comments that make judgments about the characters and events. Narratives are central to the key learning area of English.The purpose of the text is to amuse or entertain the readers. Narratives deal with the problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.

2. The generic structure of a narrative

Narrative deals with problematic events which lead to crisis to turning points of some kind, which in turn finds a resolution. the generic structure of the narrative text is developed in some steps: orientation, complication, and resolution.

a. Orientation.

It is the stage where the writer or narrator introduces to tell the characters in the story, their names and the places they live where and when, their ages, their condition, and their curious to continue their reading.

b. Complication.

The complication stage, the writer presents the unexpected event that happens to the characters. There can more complication event in a narrative text it is the crisis or conflict of the story. Complication is also the problem of the story that makes the reader more interested to read.

c. Resolution.

In this stage, the writer tells how the complication is solved or the ending of the story. Here the earlier complication is resolved for better or worse, it is how the crisis resolved.[21]

3. Thelanguagefeature of Narrative

Language feature are certain lexicons grammatical feature (tense, phrase, conjunction, adverb, etc.) of language that characterized the genre of oral and text. When you write a narrative paragraph you write about events in the order that. They happened in order words you use time order to organize your sentences. Time order that is used to show events happen are like: first, second, then, next, finally, afterward, meanwhile, at first, after while, at exactly 5 pm, after that, in the morning, etc.[22]

There are some language feature of narrative text based on Depdiknas, those are:

a. Using nouns to change pronouns, animal, and special nouns in the story, for example: stepsister, housework, etc.

b. Using adjective which form noun phrase. For example: long back hair, two red apples, etc.

c. Using time connectives and conjunctions to arrange the event, like: than before that, soon, etc.

d. Using temporal conjunction and temporal circumstance, like a few years ago some time, for three months now, one awful night, etc.

e. Using adverb or adverbial phrases to point of the location of events. For example: here, in the mountain, happily after, etc.

f. Using the action verb (material process) in simple past, such as: stayed, went, etc.

g. Using saying verb (mental process) like: to sign the thinking, perception, or feeling of character in the story. For example: thought, understood, felt, etc.[23]

a. Examples of Narrative Texts

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[21] Depdiknas, Pembelajaran Teks Naratif, Jarakta: 2002, p.3-4
[22] Alice Oshima and nn Hogue, Introduction to Academic writing, p.27.
[23] Ibid

1. Legend

Legend is a traditional historical tale (or collection of related tales) popularly regarded as true but usually containing a mixture of fact and fiction.[24]

Example:

The story of sangkuriang and tangkuban perahu mountain

Once, there was a kingdom in Priangan Land. Lived a happy family, they were a father in from of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunter no deed, then he thought to shot his own dog. then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So she was very angry and hit Sangkuriang got wounded and scare then cast away from their home. Years ago bye, Sangkuriang had travel many places and finally arrived at a village. He meets a beautiful woman and felt in love with her. When they were discussing their wedding plans, the women looked at the wound in Sangkuriang's head. It matched looked at the wound that had left several years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a like. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her, she was very angry and kicked thee boat. It felt over and become their mountain of Tangkuban Perahu Bandung.[25]

2. Fable

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[24]Yuniarti Dwi Arini and Yuliani Marta . *Bahasa Inggris* kelas XI,klaten: PT. Intan Pariwara 2012, p 25.

[25]*Ibid.*

A fable is allegorical narrative making a moral point, traditional by means

of animal characters that speak and act like human beings.[26] The characters in

a fable are usually animals whose words and actions reflect human behavior. A

form of folk literature, the fable is also one of the progymnasmata.[27]

Example:

Mouse deer and crocodile

One day, mouse deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in may leg and fing out" Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp..!! Crocodile grabbed the stik and pulled it underwate. Mouse Deer laughed "Ha...ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" then mouse deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that crocodile looked like a log when he flated. Mouse Deer didn't want to be eant by Crocodile when he crosses the river. He had an idea. He called out land, "Crocodile!" Crocodile rose from the water, "Hello Mouse Deer. Have do you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the king. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.

"Really...? Tell us what to do," said Crocodile." You must line up from this tide of the river to the other side," said Mouse Deer. Crocodile than got all his friends and family. They lined up across the river. Mouse Deer than jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile. "There." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said mouse Deer. He laughed as ran to the forest.[28]

3. Fairy tales

A fairy tales are simple stories of humans and their dealing with magical

beings such as fairies, dragon, and wizard. Originally intended for children, the

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[26]Yuniarti Dwi Arini and Yuliani Marta . *Bahasa Inggris* kelas XI,klaten: PT. Intan Pariwara 2012, p 25.

[27]Yuliani Marta, cs. Bahasa *Inggris* kelas XI,klaten: PT. Intan Pariwara 2012,p 27.

[28]Yuliani Marta, cs. Bahasa *Inggris* kelas XI klaten: PT. Intan Pariwara 2012,p 28.

fairy tales has in certain instances involved into longer and more sophisticated narratives of supernatural events.[29]

Example:

Snow white

Once upon a time there lived a title, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the Castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away to wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile, seven dwarfs ware coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name? '' Snow White said; "My name is Snow White''. One of the dwarfs said: "if you wish, you may live here with us''. Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

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[29]Yuniarti Dwi Arini and Yuliani Marta . *Bahasa Inggris* kelas XI,klaten: PT. Intan Pariwara 2012, p 29.