

## **II. LITERATURE REVIEW**

This chapter presents concept of reading skill, concept of narrative text, kinds of reading skills, concept of movie script, types of movie script, relationship between movie script and reading comprehension, procedure of teaching English reading through movie script, advantages and disadvantages of using movie script, theoretical assumptions, and hypothesis as follows.

### **2.1 Concept of Reading Skill**

Nuttal (1987) defines reading as meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer. Mackay (1979) gives the definition that reading is an active process. It means that the reader brings to the task formidable information and ideas, attitudes, and beliefs.

### **2.2 Reading Ability**

Reading for instructional process is the ability to read at reasonable rate, the ability to grasp the main idea and scan piece of information, and ability to adjust the rate and adapt strategies for careful analytic reading and critical evaluation (Grabe,

1986:45). Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.

Some aspects of reading based on normal reading situation consist of three kinds. They are word recognition, comprehension and reflections.

a. Word recognition

The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is chiefly skill in recognizing words can be accuated by the form of the word itself. Decoding the printed page is one of examples of recognizing the oral equivalent of the written symbol.

b. Comprehension

Comprehension is one of competence that must be had by the readers. Reading just is not transferring the symbol printed from page to the brain but the readers have to comprehend the content of the reader's read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In other word, their reading is not useless.

There are three levels of reading comprehension. First: literal reading, second: aesthetic reading, and third is Critical reading.

Literal reading is the ability to know all of the directions in the text and also understand exact words, meanings and characters. Aesthetic reading is the ability to appreciate what the reader's read before. Critical reading consists of making factual distinction between common ideas, facts and opinion. This capability is needed for

valid interpretation and analysis. It means that the readers able to analyze what the reader's read after.

### c. Reflection

Reading more advantages for the readers when they apply what they read after. Globally, this aspect involves comprehension and word recognition. The process of reading necessary to be able to hold ideas they occur and to conceptualize meaningful interpretation through reflection. This process compares the written stimuli with the reader's experiences.

From three aspects of reading above, the writer divides them into five aspects, main idea, specific information, vocabulary, generic structure, and inference, the more practical view of reading classroom procedures can be carried along three points. They are: proper orientation, effective material, and realistic goal. First, the students must be told that reading is a very important skill, unless they understand the need for reading. Second, exercises must be somewhat challenging but never too difficult. The materials must be on the level of students' reading skill. Third, the goal that is supposed to be received from the teaching learning process must be realistic, considering the level of students, the level of material difficulty, and the length of time. Since the weakness of the students in the second grade of SMP Wiyatama is in the main idea and specific information, therefore these aspects are suitable to be chosen.

## **2.3 Types of Text**

### **1. Fiction**

This type can have improbable characters like animals with human characteristics and can have more realistic characters beside imaginative one. Examples include traditional tales, legends, myth, and contemporary creation such as the Cinderella story.

### **2. Non-fiction**

Topic of this type is something that is true and real. The order of events is clear, even though the information may not be presented in a direct chronological manner. Examples include news, essays, and biographies.

## **2.4 Kinds of Reading Skills**

According to Milan (1988) there are three essential skills in reading, they are:

### **1. Comprehension and Retention**

The reader should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraph and their purpose of reading, comprehending main idea and distinguishing between main idea and supporting details.

## 2. Inferences and Conclusion

In relation to make inferences, Mc Whorter (1989:254) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe or know and what you do not know. In reading activity the readers should make inferences on what they are reading and also make conclusion about the text they have read.

## 3. Critical Thinking and Analysis

In this term the readers should distinguish the text they are reading, whether it is text of fact or opinion. In relation to fact, Askew (2005) states that fact is knowledge or information based on occurrences. From this statement it can be concluded that text of fact is reading text which is written based on real occurrences, something happened. While Chapel (2005) believes that reading text which is written based on someone's point of view. So in reading, the reader should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not. Concerning reading comprehension, Simanjutak (1988) states that there are two sub major process of reading which determine the comprehension of the readers toward reading material, they are: identification and interpretation. The process of identification is the way of determining rapidly and accurately just what the text says. In this research, the researcher will measure the students' reading comprehension from the activity in identifying the message of the reading text, identifying some

words related to their reading text, and also identifying some explicit and implicit information related to the text they were reading. Simanjuntak (1998) while interpretation is the process of relating to what one already knows about the fact create new structures of meaning. In this research, the researcher will measure the students' interpretation of the text based on the situation happened in their reading text.

### **2.5 What is a Movie script?**

A movie script is a written work that is made especially for a film or television program. Movie script can be original works or adaptations from existing pieces of writing. Here, the movement, actions, expression, and dialogues of the characters are also narrated Trottier (1998).

Collins (2005) states movie script is the written text that provides the basis for a film production. It usually includes not only the dialogue spoken by the characters but also a shot-by-shot outline of the film's action. It may be adapted from novels or stage plays or developed from original ideas suggested by the screenwriters or their collaborators.

Haag and Cole (1980) say that the format of movie script is structured in a way that one page usually equates to one minute of screen time. In a movie script, each scene is numbered, and technical direction may be given. In a draft in various stages of development, the scenes are not numbered, and technical direction is at a minimum. The standard font for a screenplay is 12 point, 10 pitches Courier. The major

components are action and dialogue. The action is written in the present tense. The dialogue is the line the characters speak.

The format consists of two aspects:

1. The interplay between typeface/font, line spacing and type area, from which the standard of one page of text per one minute of screen time is derived. Unlike in the United States where letter size and Courier 12 point are mandatory, Europe uniformly uses A4 as the standard paper size format (but without a uniform font requirement).
2. The tab settings of the scene elements (dialogue, scenes headings, transitions, parenthetical, etc.), which constitute the movie script's layout.

The style consists of a grammar that is specific to movie script. This grammar also consists of two aspects:

1. A prose that is manifestation-oriented i.e. focuses largely on what is audible and what is visible on screen. This prose may only supply interpretations and explanation (deviate from the manifestation-oriented prose) if clarity would otherwise be adversely affected.
2. Codified notation of certain technical or dramatic elements, such as scene transitions, changes in narrative perspective, sound effects, emphasis of dramatically relevant objects and characters speaking from outside a scene.

Movie script can be used as an instructional method across the curriculum. It relates to concepts that teachers introduce in the classroom, providing academic as well as fluency benefits. Meanwhile, teachers should consider the reading ability of their students when choosing movie scripts.

## **2.6 Types of movie script**

Screenplays can generally be divided into two kinds:

1. A speculative is a script written with no upfront payment, or a promise of payment. The content is usually invented solely by the screenwriter, though spec screenplays can also be based on established works, or real people and events.
2. A commissioned is written by a hired writer. The concept is usually developed long before the screenwriter is brought on, and usually has many writers work on it before the script is given a green-light (Riley, C, 2005).

Movie scripts usually include not only the dialogue spoken by the characters but also a shot-by-shot outline of the film's action. It can make the students easier to read and comprehend the movie script.

## **2.7 Movie script and Reading Comprehension**

Movie script is a part of literature. In this research, researcher uses the literature as a resource. This is based on Carter and Mcrae (1999) who state that using literature as instruments involves starting from the fact that literature is language in use and can



therefore be exploited for language learning purpose. In comprehending the literature, the readers give response toward the material they are reading by relating it to their own experiences or to other information that they have. The relationship between reading comprehension and literature response is well described by Barret in Koesnoseobroto (1988) as follows:

### **Reading Comprehension Skills and Literary Response**

Reading Comprehension	←————→	Literary Response
Literal recall	←————→	Narration
Recall of details, main idea, sequence, Comparison, cause, and character Traits.		Squire's term for factual Retelling of the news Relating to the work to what the reader know about life
Inference	←————→	Interpretation
Inferring supporting details, main idea Sequence, comparison cause and effect, and Character traits. Predicting; inferring;		Making sense of the news Relating to the work to what the reader knows about life.
Literal meanings, from figurative Language life.		
Evaluation	←————→	Evaluation
Judgments of reality/ fantasy; fact Opinion; adequacy/ appropriateness; worth		Literary judgment-judgment of the worth of a news or of quality

Desirability or acceptability. characterization/		Of writing, depth of
		Effectiveness of a character's Behavior.
Appreciation	←————→	Emotional involvement
Emotional response to content, main idea; Reaction to author's use of language which		Comments showing interaction with a news or idea
dislike,		May reflect joy, excitement, Or range of other emotions.

Movie script may be used as a highly motivational strategy that connects oral reading, literature, and drama in the classroom. In this research it is particularly used as reading material to increase students' reading comprehension ability of narrative text. The movie script itself brings satisfaction. During the discussion, the students will find there are a lot of ideas and feelings that they got from the movie script. When they express their own opinion and try to convince somebody, they will have absorption of other people's viewpoints, which they didn't realize.

## **2.8 Procedure of Teaching English Reading Comprehension by Using Movie Script**

Teaching reading comprehension through movie script is not different from teaching reading comprehension in general, but it can be used to make the students more

interested in reading. In this case, the researcher presents application of movie script in teaching reading comprehension. The researcher's purpose is to make it easier for the students to improve their English reading comprehension.

Here are some pre-activity and while-activity preparation techniques that can be used in combination with one another: (Sebesta, 1997)

#### Day 1

- Distribute a copy of the script to each student.
- Read the title of the script and its author together with the students.
- Encourage students to make predictions about the story, characters, etc.
- Read the script aloud to the students as they follow along.
- Ask for feedback: How did you like the story? Did this story remind you of another story? What about our predictions?
- With student input, generate a list of vocabulary words from the script. Write the words on the board or on large sheets of paper, and keep the list posted for the duration of the project. Refer to the list daily, focusing on the words' pronunciation and meaning.

#### Day 2

- Divide the class into pairs. Assign a number of pages to be read -- longer scripts can be divided into several parts -- and a time limit for paired reading. Students should take turns reading every other entry in the script; this ensures

that they will all have the same amount of material to read. Pairs can reread the pages again if they finish before the end of the assigned reading time.

- While the students are reading the script, circulate among them to offer assistance in the correct pronunciation of words, reading with feeling and emotion, and reading at an appropriate rate and volume.
- Close the session by doing a group read-around of the script or by assigning roles and having students perform a segment of the script.

#### Days 3 and 4

- Continue the paired reading and circulating and modeling, until the entire script has been read by all students.
- Once the students become familiar with the script, they can begin working in groups of three or four, with each group member reading an assigned role or roles.

#### Day 5

- Option 1: Assign parts and let the students perform informally for their class or for other classes. A reader can read more than one part, especially if there are several smaller parts. Everyone should be given an equal opportunity to read as much of the text as possible or students with smaller parts may see themselves as poorer readers or may lose interest or enthusiasm.
- Option 2: On certain occasions, the students can engage in giving a major performance. This can be done by assigning roles, transforming the classroom

into a theater, and inviting other classes or parents to a special presentation. Such a production may feature two or three groups, with each group reading a different script.

Based on Sebesta's step, the researcher has modified the steps in teaching through movie script as follows:

- Pre-reading activity
  1. Greeting the students and check their attendance.
  2. Ask some question about "Cinderella" movie
  3. Write the students answer on the white board.
  4. Distribute a copy of the "Cinderella" movie script to each student.
  5. Read the title of the script together with the students.
  6. Encourage students to make predictions about the story, characters, etc.
  
- While reading activity
  1. Ask for feedback: How did you like the story? Did this story remind you of another story? What about our predictions?
  2. With student input, generate a list of vocabulary words from the script. Write the words on the board or on large sheets of paper, and keep the list posted for the duration of the project. Refer to the list daily, focusing on the words' pronunciation and meaning.

3. Divide the class into pairs. Assign a number of lines to be read -- longer scripts can be divided into several parts -- and a time limit for paired reading.
  4. Ask students to make a group which each group consist of three students based on the character in the “Cinderella” movie script
  5. Ask students to make some opinions for their friends’ demonstration.
  6. Ask the students to find the difficult words in script and take a note of those.
  7. Try to find the meaning of the difficult word together.
  8. Ask the students to find the main idea of the movie script.
  9. Ask the students to make a summary of the “Cinderella” movie script.
- Post reading activity
    1. Teacher gives some test of reading comprehension to the students based on the article in movie script they read.
    2. Students are asked to summarize of today’s lesson and the teacher gives reinforcement.
    3. As homework students have to write the difficult words in their free sentences.

From the explanation about the procedure of the use of movie script above, it can be arranged that the teacher activities are:

1. Gives the information to the students to do the task.
2. Clarifies the information.
3. Controls the student motivation and creativity.
4. Identifies the sentence grammatical.

5. Explains about inferential and referential question.
6. Find out the main idea and the part of speech related to the topic.

### **2.9 Advantages of Using Movie script**

Reading movie script has potential to help children with more than fluency. When students participate in Reader's movie script, they gain confidence in their ability to read aloud. The structure of a movie script is advantageous to struggling or shy children who do not like to be called on in class. These children usually want to read a part in a play, because the spotlight was not on just them. Because scripts are usually based on familiar stories, reluctant readers may become interested in reading more. Movie scripts are simple to use and do not require much preparation. No props or costumes are needed. When plays are used to improve reading fluency, the emphasis is on the script and its wording rather than the performance. Reader's movie script is not meant just to be entertainment; it is a strategy for improving reading skills in a student-friendly way. The simplicity of the setup leaves more time for kids to practice fluency.

Based on the explanation above, the writer expects that after reading activity by using movie script as reading material, students will get message and information based on title of movie script they read which will add the knowledge of the students. The result of the students' reading ability in reading comprehension was increase.

### **2.10 Disadvantages of using movie script**

Teaching the students by using movie script can make them confuse if the teacher choose the wrong movie script. Using movie script in teaching learning activity can take a long time. It is because the teacher must explain first about the movie to explore the students' background knowledge.

### **2.11 Theoretical Assumptions**

It is known that movie script is a narrative work which is written at least in 1000 words. Movie script has its own organizational features to built its body, they are; theme and scope, settings, main idea, characters, and meaning. As a narrative work, movie script is simple because there is only a single central theme, limited of scope, and numbers of characters on the movie script.

Teaching reading comprehension by using movie script as reading material then explaining its supporting elements during the teaching learning process such as theme, setting, and characters helped the readers comprehend the material more. So that they can easily get the message and information from that movie script based on theme of it. In reading activity, in the process of receiving message, the readers use their schemata or background knowledge. Therefore the writer assumes that after the reading comprehension activity by using movie script as reading material, the students got message and information based on theme of movie script they read which added the knowledge of the students. Their understanding of the text develops, the students' ability in reading comprehension was also increase.