

CHAPTER 2

LITERATURE REVIEW

2.1 Narrative Text

A narrative is a text which tells a story. It can be fact or fiction. A narrative text deals with a problem by telling a story about difficulties or problematic situations. According to Cahyono (2011, cited by Putri et al., 2023), the goal of a narrative is to make the audience consider a problem, teach a lesson, or stimulate their emotions in addition to entertaining them.

Furthermore, Anderson (2003, cited by Putri et al., 2023) stated that narrative text is a kind of text that tells the story to present a view of the world that entertains or informs the readers or listeners. It can be concluded that narrative is a suitable text that can develop as teaching material because it is not only for entertainment but also as a medium to create students' attitudes and behavior through its implicit moral values.

Four generic structures were classified by Gerot and Wignell (1995) as follows;

a. Orientation

All stories require an orientation, even if the story is simple. Orientation is the beginning or introduction of a story, which usually includes an introduction of characters, time, atmosphere, and place in a narrative. Orientation also makes a story more likely to have an attractive background.

b. Complication

It is a series of complications where problems happen and develop.

c. Resolution

When the problems are solved, the characters finally sort out the complication.

d. Re-orientation

Re-orientation means a closing sentence that tells the last condition of the character in the story. This section is optional and informs a moral message or teaching that the author wants to convey from the story.

2.1.1 Language Features of Narrative Text

Knapp and Watkins (2005, cited by Effendi et al., 2022) stated that divided language features of narrative text are as follows:

a. Past tense verb

It is a simple verb form to show that an event occurred in the past. The narrative text tells an event in the past, so it uses the past tense verb, except for dialogue.

b. Temporal connectivity

Temporal conjunction is a word that describes a time relationship between two things or events. Temporal conjunction is a type of conjunction that describes when an event occurs. It is also known as time connectives.

c. Specific Character

Specific characters in the narrative text mean the characters are not general. For example, the Mermaid character is depicted as being like a fish but having a human head.

2.2 Fables

Fables is a media that really attracts readers because it uses animal characters that seem to carry out daily activities like humans. Fables usually have a simple plot and a clear moral message. The characters in fables typically exhibit human-like traits and behaviors. Fables belong to the narrative genre in the 2013 curriculum. Narratives are one of the texts that must be learned by second-year students in junior high school. Iwuk P (2007) states that narrative text contains fiction and nonfiction stories, fables, or folktales. It can be real stories or imaginary. The narrative text has many parts, and fables are one of them, besides short stories, fairy stories, legends, etc. The word “fable” comes from the Latin “fabula” (a story),

which is derived from “fair” (to speak) with the-ula suffix that signifies “little”: hence, a “little story” through its original sense “fable” denotes a brief, succinct story that is meant to impart a moral lesson, in a pejorative sense, a “fable” may be a deliberately invented or falsified account of an event or circumstance (Shadily & Echols, 1976, p. 229).

Fables can make the students remember what they learned because of their shortness, plots, moral messages, and characters. Ruby (2001) stated that the fable is an animal short story in narration. It is always fiction and a brief story. These stories are meant to be read in a single sitting using relatively few words. The writer of the short story aims to create a powerful impression on the reader (p.77). Meanwhile, Richard (2010) says that a fable is a fictional narrative meant to teach moral lessons. The 19 characters in the fables are usually animals whose words and actions reflect human behavior. According to Ball (2009, p. 80), “fable is a brief tale in verse or prose that conveys a moral lesson, usually by giving a human speech and manners to animals and inanimate things.” It aims to imprint in people’s minds good values and virtuous qualities by telling a simple, funny story that is easy to remember. Fables are short, where the paragraph has no more than 2-3 characters. The characters usually represent human characteristics; they talk and act like humans but retain animal traits. Fables' story has just one main event: the plot is very simple, and the theme is stated at the end of the story as a moral lesson. The moral lesson they give is something pupils easily remember and may experience in their future lives. The fables used in the school where the study is conducted are “The Mouse Deer and The Crocodile” in English.

Fables is one of the media that can be used by teachers to teach narrative text. By using fables, students can be motivated and can develop their comprehension effectively. Romdoni (2020) stated that fables can motivate students and make students pay attention and take part, and fables are very interesting. Teachers can use fables to teach narrative text by incorporating storytelling techniques, such as retelling the story, asking

questions, and encouraging students to analyze the moral messages. There are several benefits of using fables in learning narrative text. First, fables can make learning more enjoyable and motivating for students, as they feature relatable characters and moral lessons; second, by analyzing the moral messages and themes in fables, students can become more motivated and better understand the narrative text. Lastly, fables can also be used to teach vocabulary. A teacher must select the right material for the class based on their needs, such as fables that increase the student's enjoyment of the text (Sumarni T, 2010). Teachers can effectively stimulate students' comprehension skills while instilling valuable moral values.

2.3 Students' Perception

Humans are individually developed, and each person interprets the world differently. Each person's perception is shaped by a complex interplay of factors, including their past experiences, beliefs, and emotions. There are exceptions between individuals concerning liking particular objects and others who do not truly depend on how the individual responds to the thing with its perception. Perception is a process of responding to a stimulus or environment influenced by experience and interpreted as meaningful information. Perception output may be classified into two types based on the four steps listed above: positive perception and negative perception.

Perception is the process of finding anything students conduct in their learning processes using their senses, experiences, attitudes, and interests in their learning environment. Simanjuntak et al. (2021) support the idea that students' perceptions result from identifying something done by students using their experiences in their learning environment.

There are many topics taught in learning English. Students may view learning media differently during the learning process (Jumroh & Rohmah, 2019). Students' perspective is crucial since it can alter their conduct (Farohah et al., 2018). It suggests that if students have a favorable

perception of the teaching tools they are using, they will learn more effectively.

2.4 Study of the Relevant Research

Much research investigates the students' perception of using fables in learning narrative text. Research conducted by Mislaini (2015) entitled "Improving Students' Reading Comprehension of Narrative Text By Using Fable At The Grade X Sman 1 Bonai Darussalam" used Classroom Action Research (CAR). By using field notes, observation sheets, interviews (qualitative), and writing scores of cycles 1 and 2 (quantitative) as data collection techniques, she found out that the use of fables in learning narrative text was successful because there is an improvement in students' reading comprehension in narrative text.

Another study, "Using Aesop's Fable to Teach Reading Comprehension of Narrative Text at Junior High School," was conducted by Jufri (2018). He used experimental research as the research design. The study discovered that reading narrative text through fables, specifically Aesop's fables, improves students' reading comprehension, makes learning more fun, and motivates them to learn.

Then, Khairunnisak (2018) conducted a study entitled "Using Fable Text in Teaching Reading Comprehension (A Study at MAN 1 Aceh Besar)". She used quasi-experimental research and two data collection techniques, such as tests and questionnaires. They also found that the student's ability to comprehend text improved after learning to read using fables.

Lestari (2021) conducted a study entitled "The Effectiveness of Using Fable Text on Students' Reading Comprehension in Narrative Text in The Second Semester of The Ninth Grade of Smpn 07 Bandar Lampung in The Academic Year of 2020/2021," Using a pre-experimental one-group pre-test-post-test design, she found out that the use of fables is effective in improving students' reading comprehension.

Unlike the previous research above, the researcher aims to determine the EFL students' perceptions of using fables in learning narrative text. The researcher will enrich the research by using different research designs, data collection, data analysis, and participants.