

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to discuss about theories of this study, previous study and conceptual framework.

2.1 Theories

There are some concepts that are related to this study, Reading, definition of reading, types of reading, the purpose of reading, reading comprehension, aspect of reading, and process of reading, presented as following.

2.1.1 Reading

2.1.1.1 Definition of reading

J. Adler and Van Dorem (1981) state that, reading is an activity to gain any information and understanding from the written word. In this definition they explained that the reader would get large share information and their understanding always result from spoken word and observation, but for many people that is ever enough.

Today, however, there are some people who believe that reading is not necessary. We can gain much information and knowledge by watching a film or listening for example: information about weather. But it may seriously

question whether or not modern methods of communication increase our understanding of the world which we live.

As with all languages, the purpose of reading is to communicate. Undeniably, with a correct pronunciation and good structure in speaking and writing. People will understand the message, more than that, the use of correct language can raise interest of both listener and readers. It seems easy to say, reading is very difficult to do, how to arrange the words by trying to do exercise continually. A sufficient knowledge of English grammar is very necessary to help the readers understand the text. Without it, one can hardly understand or grasp the content of reading (Fernandez, 1991).

Furthermore, the rules of reading followed and practiced, will improve our skills reading any type of printed material, not only book. Reading of any sort is an activity. We can read with using our eyes or with using our minds. One reader is better than another if the range of his activity in reading is greater, and if he uses more effort.

Last, understanding in paragraph could offer pleasure for the reader to read the text thoroughly and follow the writer's flow of thought accordingly.

2.1.1.2 Types of reading

Richard, et al.(1985-238) state that types of reading comprehension are often distinguished, according to the reader purposes in reading and the types of reading uses, as stated below:

1. Literal comprehension

Literal comprehension is reading in order to understand remember or record the information explicitly contained in a passage.

2. Inferential comprehension

Inferential comprehension is reading in order to find out the information which is not explicitly stated in a passage, using the readers' experience intuition and by referring.

3. Critical or evaluative comprehension

Critical or evaluative comprehension is reading in order to compare information in a passage with the readers own knowledge and values.

4. Appreciative comprehension

Appreciative comprehension is reading order to gain an emotional or other kind valued response from a passage.

2.1.1.3 Purpose of reading

Grabe et al. (2002:13) state that there are some purposes of reading:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. As an example, we usually search through a telephone directory to find key information, either an address or a phone number. In prose texts, we sometimes slow down to process the meaning of a sentence or two in search of clues that might indicate the right page, section, or chapter, similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and useful in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and the using basic reading comprehension skills on those segments of the text until a general idea is formed.

1. Reading to learn from texts.

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- a. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- b. Recognize and build rhetorical frame that organize the information in the text.
- c. Link the text to reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection strategies to help remember information. In addition, it makes stronger inference demands than general comprehension to connect text information with background knowledge (e.g. connecting possible cause to known events).

1. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting conflicting information for multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

2. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by skilled fluent a reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constrains.

2.1.1.4 Reading comprehension

Heilman et al. (1981:97) write that reading comprehension is process of using syntactic, semantic, and rhetorical information found in printed text to reconstruct in reader's mind, using the knowledge of the word he or she possesses, plus appropriate cognitive skills and reasoning ability a hypothesis or personal explanation which may account for the intended message that existed in the write's mind and the printed text prepared.

Daniel (1986:36) points out the importance of reading comprehension for students. He states that, students should not only know the rules and generalization about the grapheme-phonemic, correspondence and saying the point but they must become comprehending readers to survive and to be successful in the society, economy and people's idea, trends and ideologies: there all kinds of imaginative literature to help them in their careers.

Dechant (1981:64) states that, reading comprehension especially when it involves units larger than a single word is a complex of ability, further, he states that good comprehension poured supposes the ability to:

1. Associate experience and meaning with graphic symbols.
2. Understand word in context and select the meaning that fits the context.
Give the meaning to units of increasing size, the phrase, clause, sentence, paragraph and the whole selection.
3. To develop understanding of the organization of ideas and information explicitly stated.
4. To develop inferential and denotative meanings or able to answer literal question about passage.
5. To develop inferential, interpretative, or connotative meanings of the materials read or able to get the implied meaning of what is read.
6. Makes judgment or evaluation about the material.

2.1.1.5 Aspect of reading

Karlin (1963) points out that reading is a complex skill that the individual uses drive meaning from the printed page. And the ability to sound out printed words ordinarily is not the best “reading” that is a student’s is capable of doing.

Dechant (1981) states that reading is the extracting of meaning from the text not simply decoding from written symbol of the sound the readers must have cracked writer codes and be able to recognize printed words and he must be able to extract from large units than a simple word, such as phrase sentence and paragraph.

2.1.1.6 Process of reading

Karlin (1966:38) mentions that there are four steps of process to analyze and to describe the nature of reading and they are presented below:

1. Perception of ideas

The reader must be able to identify or recognize the material with his own words to make sentences or paragraph should express the writer ideas and just as the letter must be heard accurately to be understood.

2. Comprehension of ideas

The fluent reader does not have to see out thought unit deliberately. He takes what appears directly and it's meaning to include by making inference, drawing conclusion and reaching generalization based on the author purpose.

3. Reaction of ideas

A critical reader receives ideas and diverts the meaning from the printed material. The writer is able to discern fact fancy and good from bad.

4. Interrogative of ideas

The reader gained the ideas from the reading text and may develop additional insight combining earlier experiences with new once that he will acquires.

Whereas, Burns, et al. (1984:4-5) point out there are eight process of reading that extremely complex, as presented below:

1. To perceive the symbol set (sensory aspect)
2. To interpret what the reader look as symbol of words (perceptual aspect)
3. To follow the linear, logical, and grammatical pattern of written words (sequential aspect)
4. To recognize connection between symbol and sound, between words and what the readers represent.
5. To relate words back to directly experiences to give the words meaning (experiential aspect)
6. To remember what the reader learned in the past and incorporate new ideas and fact (learning process)
7. To make inferences from and evaluate the material (thinking process)

8. To deal with personal or interest and attitude that effect test of reading (effective speech).

2.1.2 Descriptive text

Descriptive text means text which describes a particular thing, person or thing (Hammond, 1992:28). It means that descriptive text is a paper which creates vivid description, uses sensory details, creates mood, and develops a character, and an event. That is why descriptive text has schematic structure. The medium used for descriptive text is free written, scientific magazines, textbooks, and historical text.

Vocabularies often used in descriptive text are words associated with place names: the location, purpose, usability, appearance, and present evidence if required (for building). For animals, the words used are those describing the classification, appearance, habitat, behavior, life cycle, and its usefulness. The language used is language neutral/objective. Descriptive text is also often equipped with photos, diagrams, maps, etc.

When we want to make descriptive text, we have to pay attention to the generic structure and significant lexical grammatical feature, so that we can make a good descriptive text. Generic structures of descriptive text are:

1. Identification; which identifies the person, place, or thing to be described (Hammond 1992:17)

2. Description; describes parts, qualities and characteristic.

Language features used in descriptive text, focus on grammatical patterns (Hammond 1992:72) stated that the significant grammatical pattern in descriptive text are focusing on specific participant, using present tense, using verb of being and having, and using descriptive text adjective to build up long nominal groups, participant of the people, place, and things, which can be related experientially to a process without preposition. When we describe a person, we first focus to specific characteristic, which may be beautiful, handsome, fat or thin. Then we mention is surrounding context, and finally we gives details about grammar itself. The following is the example of descriptive text is taken from an articles

My House

My house is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room, and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, and a play station 3. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parents and my other sister. Normally we eat in everywhere we

want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

2.2 Review of previous studies

Himu (2014) conducted a study entitled “A study on reading comprehension ability of the second year of SMP Negeri 2 Kupang in the year 2009/2010”. Based on the data, the writer applied normative survey method. After analyzing the data the writer found out that some of them have understood the reading text and their level of ability is classified average (65%).

Fernandes (1991) conducted study entitled “A study on reading comprehension ability of eleventh grade students SMA MuhammadiyahKupang in the school year 2012/2013’. The purpose of this study is to find out whether the students of SMA MuhammadiyahKupang able to understand the text they have read and to find out the difficulties encountered by eleventh grade students in comprehending the text they have read. The ability level of the eleventh grade students of SMA MuhammadiyahKupang in the school year 2012/2013 in comprehending or understanding the text they have read is classified as ”below average”. It is determined by percentage of the whole test is 55.5 or grade is 5.5. It was also found that there was 1 student (4%) at “very good” level 3 students (12%) at “good” level, 1 student (4%) at “fairly good” level, 8 students (32%) at “average” level, 8 students (32%) at” below average” level, 3 students (12%) at “poor” level

Bura (2010) conducted study entitled “A study on reading comprehension ability of the second year students of SMAN 1 Adonara in the school year 2009/2010. Based on the data the writer applies normative survey method. After analyzing the data, the writer found that the second year students of SMA 1 Adonara Timur are able to comprehend reading text. The average of their grade is 82% and level of ability is good.

2.3 Research model

This study focuses in reading ability. Reading is one of the four main skills of learning language; other main skills are speaking, listening, and writing. Reading consists of literal comprehension, inferential comprehension, critical or evaluation comprehension, and appreciative comprehension. This study focuses on literal comprehension. The writer just limited this study in comprehending descriptive text.

