

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three points dealing with this study, they are theory, review of the related study, and conceptual framework of the research.

2.1 Theory

2.1.1 Reading

There are some important points that should be explained dealing with reading, as follows:

2.1.1.1 Definition of Reading

According to Gobe and Stoller (1997: 27) reading is “ability to draw meaning from the printed page and interpret this information appropriately”. However, without quibbling over the exact wording of such definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities.

According to River (1996: 12) reading is the most important activities in language class, not only as source information and extending one’s knowledge. Reading is one four reading skills. Through reading, a lot of positive things can be obtained. Reading is as social process and an important skill in our daily life. It means that reading is one of the means that people employs to communicate with others.

The essential nature of communication between readers and texts can be developed in order to get proficiency in reading English language ability in setting reading firmly in context of communicative by using English language text. Therefore, the teacher can find out the development of implications in teaching reading English language, especially to improve students' ability in reading comprehension which gives them the reading English language text accompanied with selection of questions. Meanwhile, Kridalaksana (1984: 17) said, "reading is to dig information from the text, either in the form of the text or a picture or diagram or a combination of it all". Reading is a fluent proses readers to combine informations from the text and background of knowledge builds the meaning and reading is a process which our mind translates printed materials into the idea that writer is trying to tell or communicated with us.

Reading is about understanding the written text and to convey some informations to reader because reading is a source of knowledge and window of the world. In the other hand, Frima (1996: 12) said, "reading skill needs to be fostered so that learners can cope more and sophisticated text and deal with them efficiently, appropriately and skillfully." Reading is a complicated skill and reading is not only about how to pronoun words but also how to understand an author's idea and perception in his/her writing. A good reader must be patient while reading is going on until he/she knows what the writer wants to convey to them and we can get new knowledge from the materials. While reading, we have to understand and summarize what the reading English language about. Then, we can apply the informations or message from reading English language materials in

our daily life, if it is suitable for us. Because, the guide line of reading involves reading intergration and promotes the development of the reader himself.

Reading is an activity of contacting the eyes on printed material by which a reader is led to record the information for the brain to process and create a new similar text to that of the original one (Anderson, 1984).

Comprehension is the process by which a person understands the meaning of the written or spoken language (Richard, 2006).

Reading comprehension is the process of using syntactic, semantic and rhetorical information found in printed text to reconstruct in the reader's mind using the knowledge of the world he or she process, ability, a hypothesis, or personal explanation, wich may account for intended message that existed in writer's mind as the printed text was prepared (Devine, 1986 in).

2.1.1.2 Reading Comprehension

Reading comprehension is one of the components of language. The objective of the reading comprehension is to make the students have a good language proficiency in the language skills. According to Zahro (2015: 13) that Reading comprehension is one of reading component which is critical all individuals in the educational success. Therefore, researcher concluded that reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. Furthermore, the reading comprehension performance can be developing when the learners are taught inferential

reading comprehension strategies involving both verbal and visual. Woolley (2010: 10). In addition, reading comprehension is the collection of words that individual knows, and reading comprehension is important mean to express the learners thoughts and feeling, either in spoken or written form.

Reading comprehension is one of the language components that can affect macro skills. Based on Pikulski and Templeton (2004: 121) argues that the the reading comprehension are increasingly required for reading informational and content-area texts. The definitions show that the reading comprehension is the important elements that the English learners should learn in order to master English well besides the other English components and skills. Furthermore, according to Lubis (2016: 12) said that reading comprehension is the method or way used by the teachers in carrying out the text by means of guide the required information from reading texts. From the interpretation above, the researcher concludes that in language learning, reading comprehension takes place in building the language proficiency. In addition, the richer the reading comprehension that can be mastered by the students, they will get the better skill it depends on the how many learners understand the contents of the reading that has been mastered.

2.1.1.2.1 Problems in Reading Comprehension

The capability of being able to comprehend the texts is not easy to achieve. Students who do not have a strong foundation in comprehension skills

become struggling readers and are often caught in a cycle of failure. They become those students because they find that reading is very difficult to learn.

One of the problems faced by the students is the linguistics knowledge of English text. In this case, it is often difficult to prove, for the students of English as a foreign language, that texts in English can be understood even though there are structures that the students have never seen before. Hedge (2000: 192) proposed that in processing texts, the second language readers will find difficulties when they find unfamiliar aspects of the English language. For example, the inability to understand cohesive devices in a text will impede their understanding of the relationships of sentences. Accordingly, cohesive devices include such things as reference items (for example, *‘they’* and *‘this’*), lexical cohesion through a chain of synonyms (for example, *‘funding ... financing ... resourcing’*), or deletion of items such as relative pronouns (for example, *‘which’* and *‘that’*). By understanding language knowledge, the learners find it easier to grasp the meaning of a particular text.

Another major difficulty that may be experienced by the students of English as a foreign language in mastering reading skill is the lack of vocabulary items. If students want to be good readers with a wide range of texts, they need to understand in acquiring a great number of vocabulary items and they need to recognize about 95 percent of the words they might encounter in text for instructional purposes (Grabe, 2009: 333). In line with it, Grabe (2009: 333) insists that independent fluent reading generally occurs when a reader can recognize 98-99 percent of the words in a given text. However, it is often found

that most learners worry about the meaning of a particular word in a text being read. Therefore, they never achieve the minimum standard of mastery level to read texts in English. Furthermore, most of them have not found the urge of English for their field of study. As a result, they will feel unmotivated in learning English.

On the other hand, a number of problems are also faced by the teachers. The teachers find the difficulty in the teaching reading. One of them deals with learning strategy. An appropriate strategy, which provides interesting activities, will encourage students to be active, and realize the demand they are supposed to have. In this case, the teachers have not found the appropriate strategy to use in teaching reading. Since they do not find the appropriate strategy to teach, the students pay less attention to the teacher, they are less active in the classroom, and have their own activity with friends during the process of teaching and learning. The teacher then may find it difficult to control the class. As a result, the teaching and learning process do not run well.

2.1.1.2.2 Purpose of Reading Comprehension

Grabe et al (2002:13) states that there are some purpose 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 researches see it as relatively independent cognitive process. It is used so often reading task that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for the specific piece of information or a specific word.

2. Reading to learn from text

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:

1. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
2. Recognize and build rhetorical frames that organize the information in the text.
3. 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).

3. Reading to Integrate information, write and text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or 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.

4. Reading for General Comprehension

The notion general reading comprehension has been intentionally saved for last in this discussion for two reasons. Reading for general comprehension, when accomplished by a skilled fluent a reader, requires very rapid and automatic processing of words, strong skill informing a general meaning representation of main ideas, and efficient coordination of many process under very limited time constrains.

2.1.1.2.3 Types of Reading Comprehension

1. Skimming

It is the specific reading technique in order to get the gist of the written text, to know how it is organized or to get on idea of the tone or intension of the writer. Skimming is therefore a more through activity which requires an overall view of the text and implies a definite reading competence.

2. Scanning

It is the specific reading techniques that the reader only tries to locate specific information, such as: birth date, location, name. Scanning is far more limited since it only means retrieving what information is relevant to our purpose.

3. Extensive Reading Types

Reading longer text: usually for one's own pleasure. This is a fluency activity mainly involving global understanding.

4. Intensive Reading.

Reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

2.1.1.2.4 Basic Levels of Reading Comprehension

Chusenbery (1988) identified for basic levels of reading comprehension skills:

1. Literal Reading

In this level the readers remember details, note mind ideas, which directly stated or this skills enables the reader to take out of the information that explicitly stated the reading text.

2. Interpretative Reading

It is the level in which the reader is expected to discover the author, draw conclusion from what is written, and find the main ideas and cause and effect relationship when the factors are stated. The reader must concentrate fully on the reading passage in order can get out the message of its author because the information is implicitly in the text.

3. Critical Reading

At this point, the student are expected to determine if a statement is a fact is a opinion.

4. Creative Reading

This level enables the reader to use the printed matter to solve problem, make value judgments regarding action of characters, and draw conclusion about what they have done.

2.1.1.3 Narrative Text

Meyers (2005) states that “narrative is one of the most powerful way of communicating with others. A good written story lets readers response to some event in the life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.”. Moreover, Anderson & Anderson (1997) states that “narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.”

2.1.2 Method In Teaching Reading

Reading strategy can be defined as “a plan of problems encountered in constructing meaning” (Duffy, 1993; 232). The range from bottom-up vocabulary strategies, such as looking up known word in the dictionary to more comprehension actions such as connecting what is being read to reader’s background knowledge.

There are four-step strategies for reading and taking notes from chapter in a textbook. Each latter stands for one step in the strategy. Using SQRW (Survey, Question, Read, and Write) will help the students to understand what they learned they written record will be valuable when the students have to participate in class discussion and again when the study for a test four steps in SQRW strategies:

1. Survey

Surveying brings to mind what the students already know about the topic of a chapter and prepares them for learning more. To survey a chapter, read the title

introduction, heading and summary or conclusion. By surveying a chapter, the students will quickly learn what the chapter is about.

2. Question

Students need to have question in their mind as they read. Question give them a purpose for reading and help them stay focused on the reading assignment.

From questions by changing each chapter reading into a questions.

3. Read

Student read the information that follow each heading to find the answer to each questions formed. As student do this they may decide they need to change a question a turn in to several questions to be answered.

4. Write

Students, write each question and its answers in their notebook. Reread each of their written answer to be sure each answer is legible and contains all the important information needed to answer the questio

2.2 Review of Related Study.

Thani,(2009) did a study entitled a study on reading comprehension ability of the second year students of SMP Adhyaksa Kupang. She wanted to find out whether or not the eight grade studebts of SMP Adhyaksa Kupang were able to comprehend the reading text that they have read and to find out the ability level of them. The result indicates trhat the eight grade students of SMP Adhyaksa 2 Kupang were able to understand the text they read and the ability of the study was below average.

Lau, (2012) did a study entitled a study on reading comprehension ability of the second year students of SMPN 3 Atambua. In her study she wanted to find out whether or not the eighth students of SMPN 3 Atambua were able to comprehend the reading text, to know the ability level in comprehending an english reading text to know the areas of difficulty in reading comprehension. In her researcher, she concluded that the eighth grade students of SMPN 3 Atambua were able to comprehend the reading text. The average of their grade was 71,6% and the ability level of dtudents was good. The dificulty face by the students in comprehending reading text was the limited knowledge of grammar.

Karang (2013) did a study entitled a study on the reading comprehension ability in narative text of the second year students of SMK Katolik Kawula Karya Lowoleba in the school year 2012/2013. In her study she wanted to find out whether or not second year students of SMK Katolik Kawula Karya Lowoleba in comprehending narative text, to find out the ability level, and to find out the area of the dificulty encountered. In her researcher, she concluded that, the second year students of SMK Katolik Kawula Karya Lowoleba on school year 2012/2013 are able to understand the text they have read, and the ability level in comprehending and understanding the text theyu have read was classified as “good”.

Amar Akbar (2013) did a study entitled “Improving The Students’ Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs AlWashliyah Tembung. This research aimed to know the reciprocal questioning can improve students’ ability at comprehension reading of narrative text at MTs Al-Washliyah Tembung. Based on the research result, the mean at the post test of first cycle was 66,33. The mean of post test at second cycle was 79.

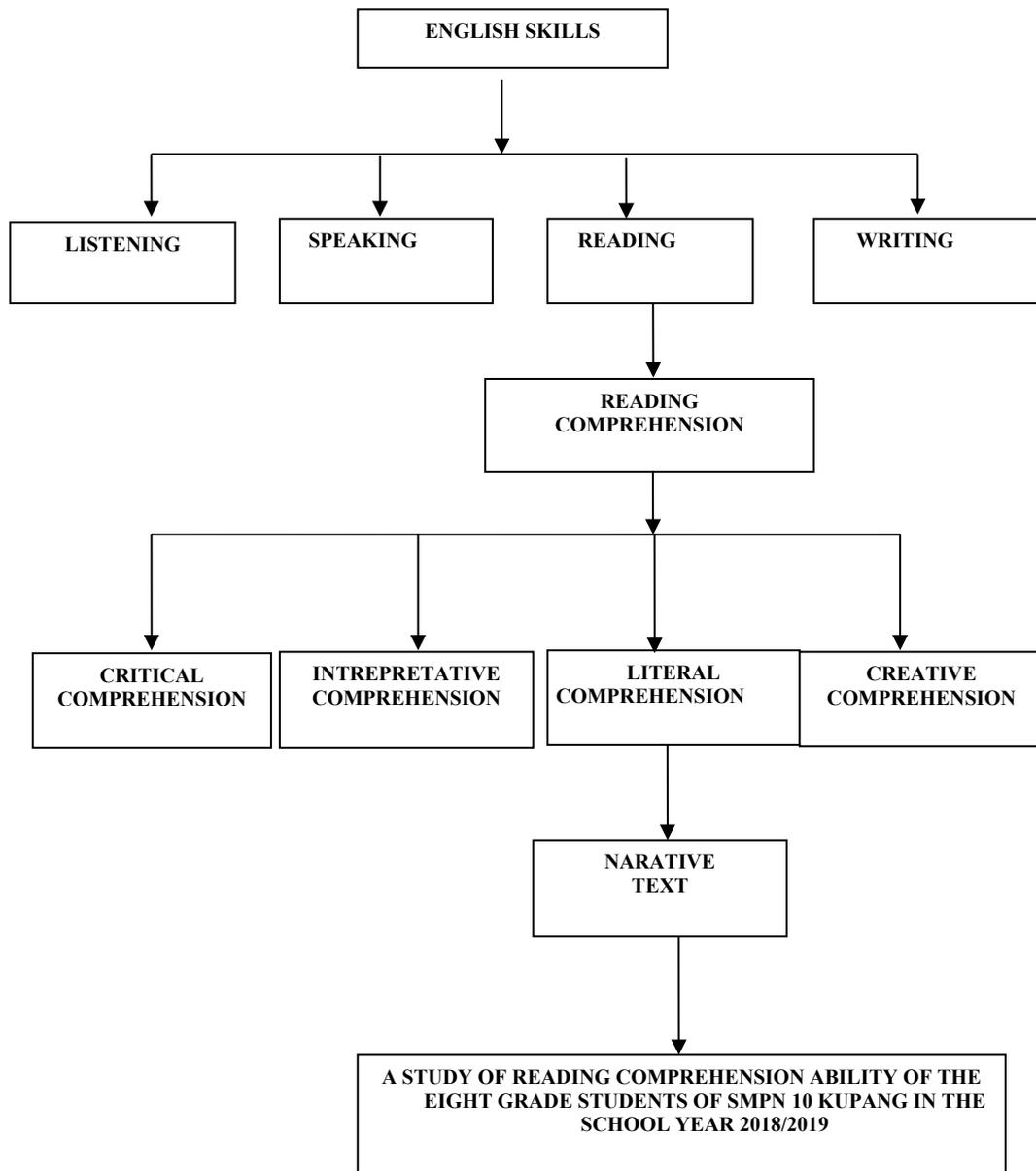
The percentage of students who got point up to 65 also grew up. In post test at the first cycle, students who got up 65 there were 18 of 30 students (60%). In the post test of the second cycle, students who got up 65 there were 27 of 30 students (90%). From the data it indicate that the implementation of reciprocal questioning strategy was affective and from the data above it could be conclude that the students' ability at comprehension reading of narrative text have been developed by using reciprocal questioning strategy.

2.3 Research Model.

Regarding to the topic of the writer above, here the writer would like to present also the reserach model in order to be easy for the writer to clarify more about the study which will be conducted.

This study belongs to language skills, language skill covers four primaryskills namely, listening, speaking, reading, and writing. However, in this study, the writer is focusing on reading especially reading comprehension. There are four types of reading comprehension. They are : literal reading, interpretative reading critical reading, and creative reading. The writer focuses on literal reading. In this study the writer use narative text to find out the ability level on reading comprehension in SMPN 10 KUPANG.

As a summary of what has been explained above the following diagram is presented.



Reading is the ability to read text. Process it and understand its meaning. To have a good mastery of English, learner must know for basic skillsof English, they are listening, speaking, reading, and writing. The study actually deals with reading skills. Focusing on reading comprehension (Narative Text)