

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Reading is one of the English skills which become the main focus in the study. Therefore, in this chapter, the writer presents the theories or concepts of reading, previous study, and research model.

#### **2.1 Theory of Reading**

In theory of reading the writer would like to present the definition of reading, the purpose of reading, reading comprehension, kinds of reading, the definition of descriptive text, the structure of the descriptive text, and descriptive text.

##### **2.1.1 Definition of Reading**

Tarigan (2008) stated that reading is a process done by the reader to get a message or information from the writer through printed media. It is a very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mindset and reasoning of a reader.

Mikulecky (2011:5) stated that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

According to Rubin (1982), reading is the bringing of meaning to and the getting of meaning from the printed pages.

Anderson (2003:3) stated that reading is the interaction between the readers and the text. It means the readers can get anything with the process of reading the reader not only looked at print, deciphering in some sense the marks on the page, 'deciding' what they 'mean' and how they related to each other. Widdowson in Rubin (1982) stated that reading is not a reaction to text but an interaction between writer and reader mediated through the text. It is clear that reading is a fundamental requirement that can influence the student's achievement in studying English through reading, we can broaden our horizon of thinking.

### **2.1.2 Models of Reading**

Nunan David (2003:7-72) stated that there are three models of reading such as bottom-up models, top-down models, and interactive models.

#### **1. Bottom-up Models**

Bottom-up models consist of lower level reading processes. Students start with the fundamental basis of the letter and sound recognition, which in turn allows for morphemes recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer, and longer text, and finally meaning is the order in achieving comprehension.

#### **2. Top-down Models**

The reader uses background knowledge, makes a prediction, and searches the text to confirm or reject the prediction that is made. A passage can thus be understood even if all of the individual words are not understood. Within a top-

down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. The reader begins with the largest elements and works down towards smaller elements to build comprehension of what is being read.

### **3. Interactive Models**

In this model, the reader combined elements of both bottom-up and top-down models of reading to reach comprehension. In other words in the understanding of passage based on the reader background knowledge and individual letters, sounds.

#### **2.1.3 The purpose of reading**

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success. According to Grabe and Stoller (2002:11), there are two purposes of reading :

##### **1. Reading to search for simple information**

Reading to search for simple information is common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that are 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.

##### **2. Reading to learn from text**

Reading to learn occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires the ability 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 frames that organize the information in the text.
- c. Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. This is 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 characters, events or concept to other known characters, events or concepts or connecting possible causes to known events).

#### **2.1.4 Reading Comprehension**

Carrel (1988) stated that “reading comprehension in general viewed is the resulting from the four-way interaction between readers, text, task, and structured activity. The success of this interaction depends on the availability of the quality of content and strategist schemata to new problem-solving situations. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activities.

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because, without it, reading doesn't provide the reader with any information.

Grellet (1981:3) defined reading comprehension as “ understanding a written text by extracting the required information from the written text as efficiently as possible.

Thinker (1975:5) stated that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph since the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

### **2.1.5 Basic Level of Reading Comprehension**

Heilman et al (1981:242) identifying three basic levels of reading comprehension:

1. Literal comprehension

This level refers to the reader to understand the ideas and information explicitly stated in reading a text.

2. Interpretative comprehension

This level depends on the understanding of ideas and information not explicitly stated in the reading text.

### 3. Critical comprehension

It is the level which the reader analyzes, evaluates, and personally, reacts to information presented in a passage.

## **2.1.6 Kinds of Reading**

According to Jhoana O. Omana “the kinds of reading text are:

### 1. Exploratory reading

This is done when the reader wants to know how the whole selection is Presented.

### 2. Analytic reading

A careful examination of each work to identify word relationship is the main purpose of analytic reading.

### 3. Critical reading

This makes the reader weigh facts, or ideas presented in the selection, so that he/she, too, can perform judgments or conclusion about them.

### 4. Skimming reading

This is the easiest and fastest kind of reading. If a reader is skimming reading material he/she just reads the signposts or clues in the selection such as the reading and the topic sentence.

### 5. Scanning reading

When the reader's purpose is to locate particular information in the text, he/she resorts to this kind of reading scanning. He/she does this by browsing over the pages and giving a quick them.

### **2.1.7 The Definition of descriptive text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to Anderson and M. Anderson (2003:26), the descriptive text describes a particular person, place, or things. It means that descriptive text is designed especially about a person, a place, or things. They also stated that descriptive text is to tell about a subject by describing its feature without including personal opinions.

In addition, according to Pardiyono (2007:33), the descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences. It means that the description is telling about something or someone, particularly which gave the reader's perception of change and spread the reader's knowledge widely.

In understanding the descriptive text, the students should know about the generic structure of the descriptive text. According to Bahmati and Oktaviani (2011:50), the generic structure of the descriptive text is divided into two parts, they are 1) Identification: It is a generic part of the paragraph which introduces or identifies the character. 2) Description: It is a part of a paragraph which describes the character.

There are several language features in the descriptive text; focus on the specific participant, the use of nbe and have adjectives, numbering, and, classifying, simple present tense, adverbs or adjective, an action verb, verb thinking, noun phrase, figurative language.

There are some steps to make students understand the generic structure of the descriptive text. Firstly in the identification, students look for the specific participant like a particular person, animal, place or thing. Secondly is a description. Students find out the characteristic of the specific participant like: size, color, hobby, origin, etc.

### **2.1.8 The Structure of Descriptive Text**

Descriptive text is a text describing a particular person, place or a thing.

1. The generic structures of description follow:
  - a. Identification: Introducing a particular person, place, animal, or thing.
  - b. Description: Describing the characters of the particular person, place, animal, or a thing, like the size, color origin, etc.

Some examples of descriptive text are to describe a person “ My Favorite Teacher”, to describe the place “ Safari Park”, to describe the animal “ My Cat”, and to describe the thing “ Rafflesia Arnoldi”.

### **2.1.7 The factual description scaffold**

1. A general opening statement in the first paragraph
  - This statement introduces the subject of the description to the audience

- It can give the audience brief details about the when, where, who, what subject.
2. A series of the paragraph about the subject
    - Each paragraph usually begins with a topic sentence.
    - The topic sentence previews the details that will be contained in the remainder of the paragraph.
    - These paragraphs build a description of the subject.
  3. A concluding paragraph
    - The concluding paragraph signals the end of the text.

## **2.2 Review of the Previous Study**

There are two studies that are reviewed in this study. The studied inspired in designing and conducting this study.

Nagareja's (2009), did a study entitled "Reading Comprehension Ability of the Second Year Students of SMPK Sta. Familia Sikumana Kupang in the academic year 2009/2010". The resulting analysis indicated that the second year students of SMPK Sta. Familia Sikumana Kupang was able to understand the level of ability ranging from 8.0- 8.6. Two students (5%) got a good level of ability ranging from 7.6- 8.3. four students (10%) got a fairly good level of ability ranging from 7.0- 7.3. four students (10%) got an average level of ability ranging from 6.0- 6.3. While the number of students who were not able to understand the text they read was as follows: five students (17.5%) got below the average of ability ranging

from 4.6- 5.5 and one students (2.5%) got the poor level of ability ranging from 3.6- 4.5. The overall ability of the students was fairly good.

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 second year students of SMPN 3 Atambua were able to comprehend the reading text, to know the ability level in comprehending an English reading text and to know the areas of difficulty in reading comprehension. In her research, she concluded that the second year 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 students was good. The difficulty faced by the students in comprehending reading text was the limited knowledge of grammar.

### **2.3 Theoretical Framework**

There are four main skills of language such as, listening, speaking, reading, and writing. These skills are closely related to another. Reading is one of the basic skills besides speaking, listening and writing, which must be acquired by a learner of the English language and it is a language process requiring the understanding of written language. The conceptual framework is presented in details below:

