CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents some topic which are thought to be important and related to bring about the understanding of the study as a whole:

1.1 Definition of Reading

Reading is thinking process. It requires some kind of responses on the part of the reader. one of the responses is new understanding that is drawn by reader after a reading process. Allington and Strange(1980) defined that " reading is an active cognitive process that does indeed require using graphic (letters) and phonic (sounds) information".

According the definition above, it can be seen that reading is a cognitive process of decoding and getting meaning from print requires letters and information. When one is reading a text, it is more than just saying the word, but reading is the process when a reader identifies the relationship between words by words and than understand the meaning of these words so that a reader gain a through understanding of what they read.

Allington explained that "fluent reading is the efficient extraction of meaning from text. To do this, the reader must be actively involved with the reading process, predicting upcoming words, evaluating incoming information and thinking From the

statement, it is concluded that the good readers should be able to participate in the text that they read. They must be active in guessing.

1.1.1.1 Aims of Reading

The aims of reading described by Mahmoed(1992:103-104) there are at least five main purpose for comprehensive reading. All these purpose require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for pleasure

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement in the reader.

b. Reading for information

Reading for information is common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for information.

c. Reading for Application

Reading for application used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concept and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for ideas is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for Understanding

Reading for understanding requires comprehension of relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main idea.

1.1.1.2 Technique of Reading

According to a Wright(1999:159) there are some technique of reading, such as:

a. Skimming

Skimming is glancing rapidly through a text to determine its general context. For example, quickly glancing through an article to see if it interests him or her, being

able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posse. Skimming enables people to select content that they want to read to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

a.   Scanning

Scanning is reading to locate specific information. For example, locating a telephone number in a directory, being able to search through material rapidly with given purposes in mind in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it. Scanning permits people to use a variety of sources with economy.

b.   Extensive Reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluent activity, mainly involving global understanding. For example, reading novel, newspaper, and short story.

c.   Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. For example, reading dosage instruction of medicine.

1.1.1.3 Types of Reading

Richard (1985-218) state the 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 reader 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.

1.1.1.4 Reading Comprehension

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.

In reading process, there is an interaction between the readers and author. The interaction happens while reading process, the readers try to understand written text and should comprehend authors ideas. The results of this interaction is the readers can understand what the author means and absolutely the readers can comprehend content of the text and can get the new interference relate to the text, apply what they have read and understood become the successful conclusion.

Reading and comprehension are two aspects which cannot be divided. John, De. Boer (1960) identified the reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. In other words, comprehension is part of reading which emphasize on the understanding of reading content. Reading means comprehending, so comprehension is the implementation of reading. Identifying words on a page does not make someone a successful reader. When the words are understood and transcend the pages to become thoughts and ideas the we are truly reading.

There are some abilities in comprehension. They are ability to recognize words and meanings and ability to connect relationship between sentences with the theme of

the material, so that they can generalize the main of though of paragraph and understand the coherence between paragraph. Therefore, the readers can gain a through understanding and can apply it to new situation or make a conclusion. It is also explained by Guy, L.Bond (1950) that comprehension is made up of number of basic abilities, including skill in recognize words and their meanings, in grouping words into thought units and in giving the proper emphasis to he thought units so that the sentences may be understood.

1.1.1.5 Level of Reading Comprehension

Burn (1988:177) stated that there are four levels of comprehension as follow:

a. Literal Reading

Level for literal comprehension involving acquiring information that is directly stated in a selection. Answering to literal question simply demands the students from memory what the text said. Literal comprehension is the lowest level type understanding.

b. Interpretive Reading

The interpretive reading involve reading between the lines that is not directly stated in the text, but catches the message of the selection or understanding that the writer meant by the passage.

c. Critical Reading

It evaluates written text by comparing the ideas and making conclusion that discovered in the text about accuracy and appropriateness. Critical reading depends on literal reading comprehension and implied ideas are very important

d. Creative Reading

It requires the readers to be creative in reading. The students should use the imagination while reading, creative reading involves going beyond the material presented by the writer.

1.2 Previous Study

Nagareja's study (2009), investigated "Reading Comprehension Ability of the Second Year Students of SMPK Sta, Familia Sikumana Kupang in the academic year2009/2010". The result of analysis indicated that the second year students of SMPK Sta. Familia Kupang are able to understand the level of ability ranging from 8.0-8.6. two students (5%) got good level of ability ranging from 7.6-8.3, for students (10%)got fairly good level of ability ranging from 7.0-7.3, for students (10%) got average level of ability rating from 6.0-6.3. while the number of students who are able to understand the text they are as follow: five students (17.5%) got very below average of ability ranging from 4.6-5.5 and one students (2.5%) good poor level of ability ranging from 3.6-4.5, the overall ability of the students is fairly good.

Foni's study (2004) investigated "Reading Comprehension Ability of the Second Year Students of SMAK Frateran Ende in the School Year 2004/2005". The study attempted to know whether the second year students of SMAK Frateran Ndao Ende understand the text they read or not and to measure the ability level of their reading comprehension. The research described systematically a situation or condition. In this case, she presented the result of SMAK Frateran Ndao Ende . Based on the result of the data analyzed, she concluded that the eighth second year students of SMAK Frateran Ndao Ende in the school year 2004/2005 are able to comprehend the English reading text they read and their level of ability is "average"(61.28%). The total of this correct answer was 2451 or 30.64%. There were 881 correct answer in comprehension question 29.37% of the total score, and 2239 wrong answer in matching or 63.29% of the total score. The suggestion is the teacher should give more attention to the teaching of reading to the second year students of SMAK Frateran Ndao Ende.