CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the writer presents to theory or concepts, review of previous studies and research model of reading. They are explained in detail below.

2.1 Theory or Concepts

Theory or concepts presented here deal with reading. The points that are explained dealing with reading are definition of reading, types of reading, purpose of reading, reading comprehension and level of reading comprehension. The detail explanation follows.

2.1.1 Definition of Reading

Harris and Sipla (1974: 27) write reading as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that presents language and the memory traces of the reader’s past verbal experience.

Hafner and Jolly (1982: 4) write that reading is a process of the looking at written language symbols, converting them so that both the direct (overt) and implied (convert) ideas intended by the author my be understood.

Karlin (1975: 134) writes that reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meaning built up through past experiences and further the construction of new possession, the result according to the purpose that operate in the reading.

Abbot et al (1981: 72) point out that there are two aspects of the nature of reading: (1) Reading is basically a visual task that is deciphering marks by the
eyes and the brain receiving signals from the eyes. This includes eye movement.

(2) Reading is cognitive that is interpreting the visual information this includes thinking includes.

2.1.2 Types of Reading

Koch, et al (1982: 9 – 10) in their writing point out that there are three types of reading as presented in following part.

1. Slow Reading
   It is used for difficult material like legal documents, which contains their own distinctive phraseology and vocabulary. It is also needed when one follows exactly directions as when assembling gadgets or machinery.

2. Average Reading
   It lends itself to produce material like textbook, magazine, article and periodic reports.

3. Fast or Selective Reading
   It is actually means of reading only parts that is necessary for the purpose. In fact, knowing how to read selectively is one of the most important skills outstanding students have developed. Selective reading permits them to cover or to review a fast array of reading within limited period of time.

2.1.3 Purpose of Reading

Grabe et al (2002: 13) state that there are some purposes for reading, as explained in the following.

1. Reading to search for simple information and reading 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 task that is probably best seen as a type of reading ability. In the 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 text, we sometimes slow down to process the meaning of the sentence or two in the search of clues that might indicate the right page, section, and chapter.

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. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily to reading and reflection strategies to help remember information).

3. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from 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 texts may be tasks variants of reading to integrate information.
4. Reading for general comprehension

The notion of reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent 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 time constraints.

2.1.4 Reading Comprehension

Dechant (1981: 64) states that reading comprehension especially when it involves units larger than a single word is a complex of ability. He states that good comprehension pure supposes the ability to the following things.

1) Associating experience and meaning with graphic symbols.

2) Understanding words in context and selecting the meaning that fits the context.

3) Giving meaning to units of increasing size, the phrase, clause, sentences, paragraph, and the whole selection.

4) Developing understanding of the organization of ideas and information explicitly stated.

5) Developing inferential and denotative meanings or being able to answer literal question about passage.

6) Developing inferential, interpretative, or connotative meanings of the materials read or able to get the implied meaning of what is read.
Making judgments or evaluation about the material.

### 2.1.5 Basic Levels of Reading Comprehension

Chunsenbery (1998) identified four basic levels of reading comprehension skills as stated in the following.

1. **Literal Reading**
   
   In this level readers remember details, note main ideas, which are directly stated or this skills enables readers to take out the information that is explicitly stated in the reading text.

2. **Interpretative Reading**
   
   It is a level in which the reader is expected to discover the author’s purpose, detect moods of the author, draw conclusion from what is written, and find the main ideas and cause and effect relationship when the factors are stated. The readers must concentrate fully on the reading passage in order that they can get out the message of its author because the information is implicitly stated in the text.

3. **Critical Reading**
   
   At this point, the students are expected to determine if a statement is a fact or opinion.

4. **Creative Reading**
   
   This level enables the reader to use the printed matter to solve problems, make value judgments regarding the actions of characters, and draw conclusion about what they have done.
2.2 Review of Previous Related Studies

There are three studies that are reviewed in this study. The studies inspired the writer in desiring and conducting this study.

**Foni (2004)** investigated Reading Comprehension Ability of the Second Year Students of SMAK Frateran Ndao 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 reading comprehension of SMAK Frateran Ndao Ende. Based on the result of the data analyzed, she concluded that the eight second year students of SMAK Frateran Ndao Ende in the School Year of 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 (29.37%) correct answers 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.

**Gusi (2006)** investigated the Reading Comprehension Ability of the Second Year Students of SMPK Disamakan Sta. Theresia Kupang in the School Year 2005/2006. This study was conducted in order to know whether the Second Year Students of SMPK Disamakan Sta. Theresia Kupang are able to comprehend the text they read or not and to measure the ability level of their reading comprehension. The research method used in this study was normative survey
method. It is a method used in order to describe systematically a situation or condition. In this case, he described the result of reading comprehension of the second year students of SMPK Disamakan Sta. Theresia Kupang. Based on the result of the data analysis, he concluded that the second year students of SMPK Disamakan Sta. Theresia Kupang in the academic year 2005/2006 were not able to comprehend the English reading text they read and their level ability was below average (55.13%) or 5.51 based on their grade average. The total score of the correct answers was 827 or 16.54%. There were 677 correct answers in multiple choice question 13.46 or (54.16%) of the total score. There were 153 correct answers in essay question 30.6 or 61.2% of the total score, and 97 wrong answers in essay question 19.4 or 38.8% of the total score.

**Nagareja (2009)** investigated Reading Comprehension Ability of the Second Year Students of SMPK Sta. Familia Sikumana Kupang in the academic year 2009/2010. The result of the analysis indicated that the second year students of SMPK Sta. Familia Sikumana 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. Four students (10%) got fairly good level of ability ranging from 7.0 – 7.3. (for students 10%) got average level of ability ranging from 6.0 – 6.3. While the number of students who are no able to understand the text they read are as follow: five (students 17.5%) got very below average of ability ranging from 4.6 – 5.5 and one (student 2.5%) good poor level of ability ranging from 3.6 – 4.5. The overall ability of the students is fairly good.

**Wahyuningsi (2001)** shows that the ability level of Guidance and Counseling Students of Ahmad Dahlan (UAD) Jogjakarta in the academic year
2001/2002 in comprehending English reading is 71% and classified as “Fairly Good Level”. The use of appropriate guidelines and techniques in organizing the classroom activities was proved effective for the students because, students can share the ideas.

**Wodo (2008)** is different from Tri Wahyuningsih’s. Wodo shared on the use of reading materials based on PPSI model. She concludes that materials based on PPSI model is still useful and effective for teaching reading comprehension in comparison to another model also the materials given based on the PPSI Model is effective for the teaching of reading comprehension for the second year students of Seminary St. Rafael Oepoi Kupang in school year 2007/2008.

**Kemba (2009)** did a different a study. It was about teaching comprehension by using group activities to the third year students of SMA Negeri Mali in the school year 2008/2009. Kemba shared on the use of reading materials which used by the students of SMA Negeri Mali, they make group which consist of some students and than they try to comprehend about reading text which provided by English teacher.

### 2.3 Research Model

This study belongs to language skills of learning language. Language skills of learning language cover two: language main skills and language subskills. Language main skills consist of four: listening, speaking, reading, and writing. Subskills cover also four: vocabulary, grammar, pronunciations, and spelling.

The two kinds of skills of learning language are closely related one to another, in that they contribute each other: main skills support subskills or in other
way round. The subskills consisting of vocabulary, grammar, pronunciation, and spelling can be improved and developed through doing the main skills consisting of listening, speaking, reading, and writing.

Reading, as the focus of this study, consists of oral reading and reading comprehension. Oral reading covers pitch, pronunciation, and intonation. Reading comprehension emphasizes on content of reading. This study concentrates on reading comprehension. As a summary the following diagram is presented.