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

In the theory the writer wants to explain about reading and descriptive text. Reading consist of definition of reading, types of reading, the purpose of reading, reading comprehension, aspect of reading, and process of reading. Below are the explanation this theory related this study.

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: driving a car. But it may seriously question whether or not modern methods of communication increase our understanding of the world which we live.

As with all language, the purpose of reading is to communicate. Undeniably, with a correct pronounciation and good structure in speaking and writing. People will understand the massage. 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 worlds by trying to do exercise continually. A sufficient knowledge of English grammar is very necessary to help the reader understand the text. Without it, one can hardly understand or grasps 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 books. Reading of any sort is an activity. We can read without our eyes or without 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 thorougly and follow the writer's flow of thought accordingly.

2.1.1.2 Types of Reading

Richard, et al (1985:238) said that types of reading comprehension are often distinguished, according to the reader purposes in reading and the types of reading used, 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 passage, using the reader's experiences 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 in order to gain an emotional or other kind valued response from a passage.

2.1.1.3 Purpose of Reading

Wiliam Grabe et al (2002: 13) state that there are some purposes of reading, as explained bellow.

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 a spesific piece of information or specific word. As an example, we usually research through a telephone directory find key information,either and address or phone number. In process 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 common part of many reading tasks and useful skin in its

own right. It involves, in essence, a combination of strategies fo guessing where important might be in the text, and the using basic reading reading comprehension skills on those segments of the text until general ideas is formed.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional context 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.

3. Reading to integrate information, write and text

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 write and reading to critique text may be task variants of reading to integrate information.

4. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, is it the most basic purpose for

reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a 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 a process of using syntactic, semantic , and rethorical infomation 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 massage that existed in the writer's mind and the printed text prepared.

Daniel (1986: 36) points out the importance of reading comprehension for student. He states that, students should not only know the rules and generalization about the grapheme-phonemic, correspodence 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 pure 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 judgement or evaluation about the material.

2.1.1.5 Aspect of Reading

Karlin (1963: 1) points out that reading is a complex skill that the individual uses the 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: 64) 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 sentences and paragraph.

2.1.1.6 Process of Reading

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

1. Perception of ideas

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

2. Comprehension of idea

   The fluent reader does not have to see out thought unit deliberately, he takes what appears direclty and it's meaning to include what or implolite by making inference, drawing conclusion and teaching generalization based on the author purposed.

3. Reaction of Idea

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

4. Interrogation of ideas

   The reader gained the ideas from the reading text and may develop additional insight combining earlier experiences with new once that the writer was acquired.

   Whereas, Burns, at cal (1984: 4-5) points out there are eight process of reading that extremly complex, a presented below:

1. To perceive the symbol set (sensory aspect)

2. To interpret what the reader see as symbol of words (perceptual aspect)

3. To follow the linear, logical, and grammatical pattern of the written words (sequential aspect)

4. To recognize connection between symbol and sound, between word and what the readers represent (associational)

5. To relate words back to directly experiences to give the words meaning (experiential aspect)

6. To remember what the reader learn in the pasta and incorporate new ideas and fact (learning process)

7. To make inferences from an 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

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

2.1.2.1 The Generic Structures of Descriptive Text

1. Identification

Identification identifies the person, place, or thing to be described (Hummond 1992: 17).

2. Description

Description describes parts, qualities, and characteristic.

2.1.2.2 Language Feature of Descriptive Text

1. Specific Participant

Specific participant has a certain object. For example: Borobudur temple, my house, Lasiana beach etc.

2. Using Adjective

Adjective clarifies a noun. For example: beautifull temple, famous place in kupang, etc.

3. Using Simple Present Tense and Simple Past Tense

The sentence form used is simple present tense and simple past tense because it tells the fact of object described.

Example of descriptive text

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 one. 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 bedroom are for my parents and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat toganther in the dinning room. I really love my house, the place where we could share everything togather.

2.2 Review of Previewes Studies

To help the readers more understanding about the ability in English, the writer provides some previous studies in education field. These reviews might be useful for the reader to understand the ability in reading comprehension.

The study about reading comprehension actually has been done by some researcher.

Foni (2004) did a study entitled **"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) did a study entitled **"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 13 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 bellow average (55.13%) or 5.51 based on the 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) 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 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.

Thani, (2009), did a study entitled **"A Study on the Reading Comprehension Ability of the Second Year Students of SMP Adhyaksa Kupang".** She wanted to find out whether or not the eighth grade students 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 that the eighth grade students of SMP Adhyaksa were able to understand the text they read and the ability of the study was good. The average of their grade was 70%.

Lau (2012), did a study entitled "**A Study on the 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 grade 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 eight 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 student was good. The difficulty faced by the students in comprehending reading text was the limited knowledge of grammar.

2.3 Research Framework

This study focuses on reading ability. Reading is one of the four main skills of learning language, other main skills are Speaking, Listening, and Writing. This concentrates on reading ability of the seventh grade student of SMPN 16 Kupang. Reading comprehension consists of literal comprehension, inferential comprehension, critical of Evaluation comprehension, and Appreciative comprehension. In this study the writer focuses on Literal comprehension. The writer just limites of the study in Comprehending Descriptive text.

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