CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the discussion about theories of reading and reading comprehension, previous related study, and research framework.

2.1 The Concept of Reading

Heilman et al, (1981:97) argue that the reading is one of the basic communicative skills but it involves a very complex process. The complex skills are: word recognition, meaning, study skills, appreciation, speed and interest.

Dechant (1981:16) states that reading is the extracting of information or meaning from the text and not simply the coding written symbol or sound. The reader must have the written codes, and to be able to recognise printed words. The reader must also be able to extract meaning from larger until than simple words, such as phrase, sentences, and paragraphs.

Similarly, Karlin (1964:134) states that reading is complex of skill that individual can to drive more meaning from the printed page and the ability to sound out printed words ordinarily is not the best reading that a student is capable of doing.

Abbott (1981) points out that there are two aspects or level of the nature of reading:

1. Reading is basically a visual task, that marks on the page and brain receiving signal from the eyes, this includes eyes movement.

2. Reading is cognitive task, which is interpreting the visual information, this includes thinking skills.

Four basic levels of reading comprehension skills as stated in the following.

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition.

3. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

4. Appreciative comprehension: reading in order to gain emotional or other kind of valued response from a passage.

2.1.1   Reading

As a medium of communication and a tool of learning, reading serves an indispensable function in society. In school, however, reading remains the chief medium through which teachers and students engage in literature.

The teaching and learning activity is guided by instruction to attain certain goals. Those goals can be attained only if the given instruction is based on a good understanding of the content of the reading.

Reading is an activity, which involves the identification and recognition of printed or written symbols, which serve as a stimulus for the recall of meaning built up through past experience (Tinker and Mc Cullough, 1975:9).

Here the thinking processes are needed to organize the meaning of the text according to the purpose of the reader.

While Harris and Smith (1980:390) stated that reading is a language based process. This statement explains that the printed page is made up of symbols that stand for words. Words are combined to form sentences and so forth. Words and sentences made up language. Here the readers are required to understand the words meaning in order to construct the meaning of the whole text.

Furthermore, Hood and Salomon (1985:3) proposed that people would have different reasons for reading and would go about the reading in different ways, but the common goal on each occasion is to understand a text.

From the statement given by the experts above the writer can conclude that in reading, the principal goal is to obtain specific information that someone needs to know. In relation to activity in school the teachers job is to help the students understand and find the information needed.

2.1.2 Reading Process

Bos and Vaugh (1991:92) proposed that reading is a process. There are several processes in reading activity namely:

1. Reading is an active search for meaning. It means that when someone reads he has to activate his experience and knowledge in order to understand the meaning of the reading text.

2. Reading is the process of understanding meaning from the text. In a text, the author does not simply convey ideas to the reader but stimulates the text.

3. Reading is a strategic process. Here 'strategic' means the use of a variety of thinking strategies to derive meaning from the text, for example the use of the

comprehension strategies in reading the comics is different from reading a textbook.

4. Reading is an interactive process. The interactive process is successful if the reader can with the ideas presented by the author by understanding the meaning of the text

5. Reading is a language learning activity socially mediated. Here, the readers can work together and help one another by sharing their experiences, thus, they can easily understand the meaning of a text.

2.1.3   Types of Reading Materials

Many types of reading materials are needed to develop a reading program. At school, it is the job of teachers to select appropriate reading materials to be applied in classroom activities.

The teacher can prepare the text type which is taken from the textbook or materials that have the same teaching items. Reading materials also can be taken from newspaper, magazine, letters, or short stories, which are relevant to the teaching content as additional or any supplementary reading materials. The materials adopted have to be matched with the curriculum, needs, age, ability and interest of the students.

2.1.4.Reading Comprehension

2.1.4.1.Definition of Reading Comprehension

Defining reading comprehension is important because by knowing and understanding the definition correctly, teachers are expected to apply proper instruction in reading comprehension activities.

Different experts give different definitions about reading comprehension such as following:

Grellet (1981:3) in his book "developing reading skills" defines reading comprehension as "understanding a written text by extracting the required information from the written text as efficiently as possible".

According to Nunan (1989:33) reading comprehension is "an interactive process between what a reader already knows about a given topic or subject and what the writer writes"

While Smith and Robinson (1980:203) proposed that reading comprehension means "the understanding, evaluating and utilizing of information and ideas gained through an interaction between reader and author"

From those different definitions above, the writer can say that reading comprehension is the activity that someone tries to interact with a text by using his experiences and knowledge in order to construct and understand the meaning of the text.

2.1.4.2. Factors Affecting Comprehension

Harris and Smith (1980:207) proposed that, there are five factors identified as the primary determinants of reading comprehension. Those factors cannot be separated because they strengthen one another, thus can improve the result of reading comprehension of the students.

As students read a text, at the time their background experience will be activated to support in understanding the message from the text. Remember that

not all students can comprehend a text in exactly the same way, because each has different backgroud experiences on which to draw.

Furthermore, ability to comprehend a text depends on language ability. This factor is closely related to the first factor mentioned above. If such personal experiences are lacking, comprehension suffers because of a language deficiency. As we know, if student A has more stock vocabulary than student B, we can predict that student A's chances in comprehending the text is bigger than student B.

Ability to comprehend a text also depends on students intellectual development. This idea is acceptable because a reading text can only be broken down in parts by students who have great thinking abilities.

When students start to read the affection factors such as motivation, interest, attitudes, beliefs and feeling of the students will be focused on the text and all of the affection factors will influence the students comprehension directly.

Reading purpose is also important in comprehension. No reading occurs without purpose, even though the purpose may sometimes be almost unconscious or extremely general (Smith and Robinson, 1980:227). By having the spesific purpose, the reader is helped to focus on the information needed.

2.1.4.3. Specific Types of Comprehension

There are several specific types of reading comprehension as stated by Tinker and McCullough (1975:212)

1)   Skimming

It is a form of reading done rapidly to acquire spesific kinds of information, such as a date or a name.

2) Scanning

It refers to glancing hastily at material as one scans a page, to note the material present rather than to look for definite item.

3) Apprehending the main idea

It relates with purpose to dig out the essential meaning or the central theme.

4) Following and predicting the sequence of events

It is essential for maximum enjoyment and sufficient understanding of narrative material.

5) Noting and grasping details

It can be found when someone reads the text of sciences and mathematics materials

6) Following printed direction

It is an important skill for both children and adult, for example in assembling a piece of machinery.

7) Generalizing or drawing conclusion

It requires greater emphasis upon thoughtful reading and interpretation.

8) Critical evaluation

It involves the kind of judgments that select appropriate data for generalizing.

2.1.4   Descriptive text

a. 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

b. The purpose of descriptive text

The purpose of descriptive text is to describe a particular person, place or thing

c. Generic Structure of Descriptive Text

➢ **Title,** which shows the title of the text.

➢ **Identification,** which identifies the person, place, or thing.

➢ **Description,** which describes parts, qualities and characteritics of the person, place or thing

d. Language Feature of Descriptive Text

Simple present tense

2.2 Revious of Previous Studies

There are two studies that are reviewed in this study.

Foni's study 2004 investigated reading ability of the second year students of SMAK Frater Ndao Ende in the school year 2004/2005. The study attemped 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 describe 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 analysis, she concluded that the second year students of SMAK Frateran Ndao Ende in the school year 2004/2005 were able to comprehed the English reading text they read and their level of ability was "average" (61.28%). The total correct answer was 2451 or 30.64.
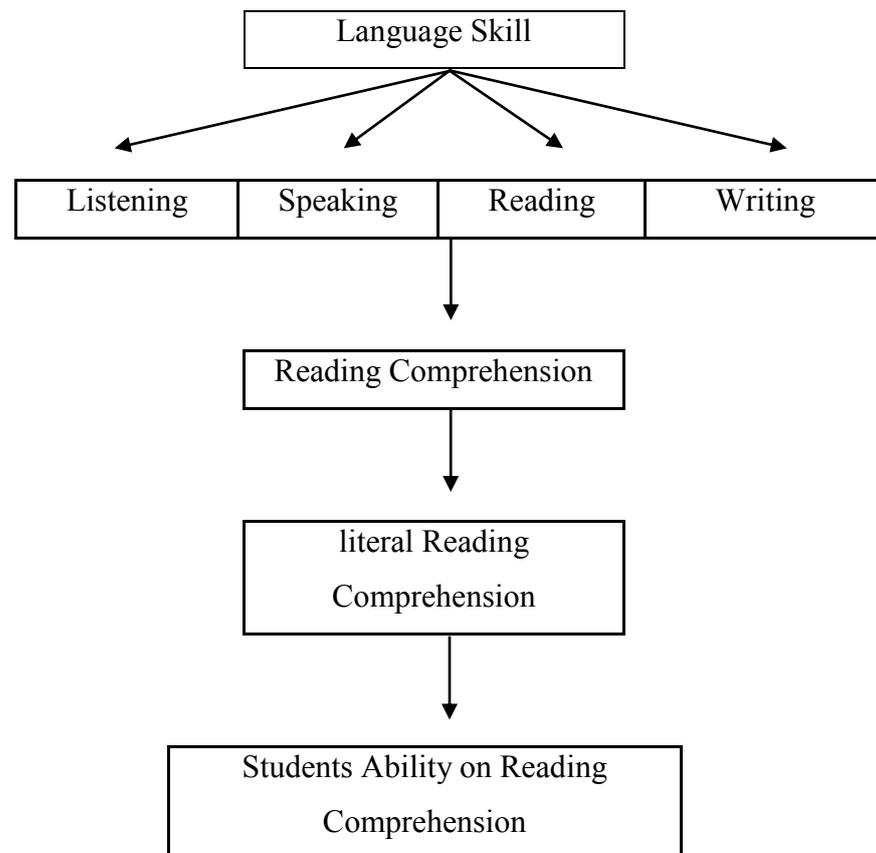
There were 881 in comprehension question 29.37% of the total score, and 2239 wrong answer in matching or 63.29% of the total score.

Gusi's study (2006) investigated the reading comprehension ability of the second 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 the reading comprehension. Research method in this study was normative survey method. It is a method used in order to describe the result or 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 scholl 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. There were 667 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.

2.3 Research Framework

In this part, the writer provides the theoritical framework as the summary of the theories and concepts explained before to help the writer to understand more about the core or substance of this study.

The research framework of this study can be put in the following figure:

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┌─────────────────────────┐
│      Language Skill      │
└─────────────────────────┘

┌──────────┬──────────┬──────────┬──────────┐
│ Listening│ Speaking │ Reading  │ Writing  │
└──────────┴──────────┴──────────┴──────────┘

        ┌───────────────────────────┐
        │   Reading Comprehension   │
        └───────────────────────────┘

        ┌───────────────────────────┐
        │      literal Reading      │
        │       Comprehension       │
        └───────────────────────────┘

      ┌───────────────────────────────┐
      │  Students Ability on Reading  │
      │         Comprehension         │
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Listening, speaking, reading, and writing are generally called the four language skills (major skills). Sometimes speaking and writing are called the active or productive skills and reading and listening are called passive/receptive skills. Reading as one of the language skills is defined as perceiving written text in order to understand its contents.

The understanding then results is called an comprehension. Reading is considered as the important skill to be masrered by the learners (students). Because it supports the learners to master other language skills. So it is expected that all the learners of English should have good ability in reading. Ability of the

students focusing on Literal reading comprehension, that is, the ability of the students to understand the information that is explicitly stated in the text.