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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. An Overview of Reading

Reading is one of the key skills in language learning. It is reinforced the skills students acquire in speaking, listening and writing. On the other hand, it really isn't enough just to put a book or short text in front of students and ask them to read, weather silently or out loud. According to Broughton (1980), reading is a complex skill, that is to say that it involves a whole series of lesser skills. For most of the learners, reading is the most important skill to master that is to build knowledge from the information they read. When students read the text, the cognitive action should work together to create the meaning and to carry out information. In line with the statements above, Dorn and Soffos in Nurdiana and Amelia (2017), reading is a complex process involving a network of cognitive actions that work together to construct meaning. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. The reader will be successful in reading if they can identify the meaning to get information. In relation to the statement above, Moirellon (2007), reading is making meaning from print or from visual information.

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Reading is one important skill for foreign language learners that should be done in learning English include in Indonesia. Reading is a process where there is an interaction between teachers and students to get information based on the text. At senior high school, the reading class is needed to help student to be able to read english text. It does not only deal with printed language, but also comprehend what they read.

Finally, reading is an activity with a purpose that requires comprehension. The purpose of reading is to guide the reader's in selecting the text. It means that through reading the reader will get the information and general comprehension based on what the text they read.

2. The Importance of Reading

There are some reasons why reading is important to get students to read especially reading english text. Goodman in Burt, Peyton, and Adam (2003) states that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written english, (4) can helps people plan to study in english. Reading not only helps us in the reading ability but also helps us at the other skills too. From the benefits of reading above, those benefits will help the students a lot in their life then.

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On the other hand, Harrison (2004) states that the importance of reading is not only related to the development of knowledge but also related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

Therefore, reading is a very important skill that students have to master. Any exposure from reading gives many benefit for the students in the process of acquiring language and developing their thinking and emotional. Opportunities to expose english texts more helps the reader accustom to written english texts. It will develop their awareness in decoding a printed language and recalling the meaning.

3. An Overview of Reading Comprehension

According to Nurdiana and Amelia (2017), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By doing those activities students are expected to get the content of the reading materials and achieve their purpose and expectation.

On the other hand, Klingner, vaugh, and Broadman (2007) define reading comprehension as complex processing involving

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interaction of many component, they are readers' background knowledge, readers' reading strategies, the text, readers' interest in topic, readers' knowledge of text type. Those components interact with one another in comprehending a printed text. It means that when interference appears in those interactions, the readers gain their reading comprehension.

In conclusion, based on the explanation above, reading comprehension is an act of comprehend what the readers read toward the text. It means that when the readers read a text, they need actively relate their prior knowledge about the contexts. Then they describe the context of the text. So, meaning of a text is derived from the prior knowledge of the readers that interact with words in context of the text to make sense.

4. Some Factors That Influence Reading Comprehension

In reading, there are some factors can affect students' success. The factors such as students' vision problems, lack of interest in the book, lack of background knowledge, lack of strong vocabulary base, intelligence with the ability to learn, problem solve, or see relationships in reading and sometimes factors could be derived from the teaching strategy.

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According to Tankersley (2005), the following four important factors influence reading comprehension:

- a. Command of the linguistic structure of the text. It means that the readers need to know how to decode text quickly and draw meaning from the text.
- b. Adequate vocabulary in the content area. It means that a good vocabulary enables readers to process words automatically while reading.
- c. Degree of metacognitive control of the text. It means that readers must know how to self-monitor and reflect on their level of understanding during the act of reading.
- d. Adequate domain knowledge. It means that background knowledge helps us connect to the text that we are reading. Without do it, we will derive little meaning from it. And also without meaning, it is not comprehension can result.

5. Components of Reading Comprehension

According to King and Stanley in Amelia and Nurdiana (2017), the components of reading comprehension are as follows:

- a. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the

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content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

b. Finding factual information

Factual information requires students to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

c. Finding the meaning of vocabulary

It means that the readers should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

d. Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronouns, such as she, he, it, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to be able to read between the lines.

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6. Descriptive Text

a. Definition

Descriptive text is a text which says what a person or a thing is like. According to Setiadi (2012), a description is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non-living things such as animals, towns, buildings, etc. It is line with Syafi'i et al (2011), descriptive text is the text that used to describe a place, a thing, or a person. When the people describe the way something looks, people have to describe it according to where the object being described are located. It means that descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers, or presents information about something specifically.

Descriptive text has some purposes. The purpose are to describe a particular person, place, and thing, or disclose an individual or an object. Then to inform the readers about the illustration of certain persons, places, or some things in specific ways.

b. Generic structure

1. Identification : an introduction to the objects/things described which includes who or what, when, where.
2. Description : a description of an object. For example the color, the size, the smell, the taste, etc. For persons: what they

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look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

c. Language features

1. Using certain nouns, such as teacher, house, my cat, bride, etc.
2. Using simple present tense.
3. Using detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.
4. Using various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
5. Using relating verbs to give information about a subject, such as my mum is really cool; it has very thick fur, the rest remains at home, etc.
6. Using thinking verbs and feeling verbs to reveal the writer's view, such as the police believe the suspect is armed; i think it is a clever animal, etc.
7. Using action verbs, such as our new puppy bites our shoes; it eats soft food, etc.
8. Using adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.

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9. Using figurative language, such as simile, metafor, e.g. john is white as chalk, sat tight, etc.
- d. Example of Descriptive text

My Pet

I have a pet. It is a dog, and i call it Brownie. Brownie is a chinese breed.

It is small, fluffy, and cute. It has got thick brown fur. When i cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning i give her milk and bread. When i am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

From the example of descriptive text above, we can see the structure of the text. The first paragraph is identification; identifying the phenomenon to be described in general: Brownie. The second or last paragraph is description; describing the Brownie in shape, condition, and it's characteristics.

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7. An Overview of Natural Science and Social Science Programs

At the level of senior high school, in general it has two majors, natural science major and social science major. Natural science and social science are two subjects that differ from each other in terms of their subject matter. According curriculum 13 (K-13) for senior high school level is used interest system which has three options, they are Math and natural science, social science, and language and culture. At State Senior High School 1 Tapung only have two majors, they are natural science and social science. The interest of major is seen based on score in junior high school raport and interest of students itself. If the students have high score automatically can choose the major that they wanted, but if they have low score, the school has to look score from their interview with guide and counseling's teacher (BK).

It means that, if a students choose natural science major, the school will look the score of natural science lesson in raport minimal 75 and letter of recommendation from junior high school. If the students get low score in natural science lesson, but still want to choose natural science major, the teacher will do interview to the students. If the students want to continue study in university and choose natural science, the teacher will put the student in natural science major with agreement letter that state that the student will study optimally and get satisfy score or more than 75 in the class. Vice versa if the students want to choose social science major.

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Natural sciences are the branches of science that go into the details of the natural world by using scientific methods. According to Stenberg in Sapitri (2017), the students who study in natural science tend to think logically and based on the fact. He also categorized students who study in natural science major into conservative. In addition, Ledoux (2002) defines natural science as disciplines that deal only with natural events (i.e. independent and dependent variables in nature) using scientific methods. These disciplines always exclude non-natural events from their considerations.

According to Sapitri (2017), the students of natural science major have such a way of thinking because their activities during learning in the classroom are engaging in investigations and activities that would allow them to develop deep conceptual understandings of scientific ideas and of the process of inquiry. They also read the work of others as their progress through an investigation to help them make sense of their own findings. In addition, because investigations are generally complex, the students of natural science often act like scientists; must record data points, observations, and initial analyses in writing. It is reflected through their activity in the laboratory, doing experiments and other subjects that required them to think critically.

Meanwhile, social science is any study that is centered on society and its development. According to Stenberg in Sapitri (2017), the students who study in social science major tend to memorize and

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recall information. He also categorized students who study in social science major into liberal. In this category, social science students like surpassing existing rules and procedures and attempt to maximize changes. In addition, they also seek or are at least comfortable with ambiguous situations, and accept to certain degree unfamiliarity in life and work. The disciplines of social sciences are viewed as those that deal with human society, societal groups, individuals in their relationships with others or institutions of societies and good materials as expression of human cohabitation. This definition shows the difficulty of grasping all aspects of social sciences as opposed to natural sciences, which have a common perspective rather than a common subject of study. The distinction between social and cultural sciences and humanities is controversial.

Based on explanation above, the researcher conclude that natural science students tend to think logically and mathematical. Meanwhile, social science students tend to memorize and central in human society or societal groups. According to Gardner (2006) ability to think logical, detecting pattern, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understand relationship between cause and effect towards a tangible outcome or result is logical mathematical intelligence. Thus, Natural science students is logical mathematical intelligence.

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On the other hand, in line with Gardner (2006), ability to relate to others; perception of other people's feelings; interpretation of behaviour and communications; understands the relationship between people and their situations including other people or human contact is interpersonal intelligence. Thus, social science students is interpersonal intelligence.

According to Sapitri (2017), for some students majoring in natural science there is a positive relation between reading the assignment and generating while for students majoring in social science the relation between these two activities is negative or they did not follow temporal organization. The students majoring in natural science use the information in assignment to generate new information and they know about the topic to be developed. Whereas, students majoring in social science do not really know about the topic so that way they could not generate content information and developed text.

Thus, the students of two majors have different cognitive process in doing something that happening in the students' mind. However, there is a common opinion in society that students of natural science are smarter than the students of social science. People state the opinion by looking at the behaviour of natural science and social science students. Unfortunately, the researcher cannot judge someone's intelligence by his/her behaviour instead the researcher need to test them.

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B. Relevant Research

As a novice in terms of conducting a research, the researcher pointed out some relevant researchers which have resemblance with this research.

The first research is “**the Comparative Study of the Eleventh Natural Science and Social Science Students’ Listening Skill Affected on Motivation**” by Siti Muniroh (2016). The research design used independent sample t-test. The subject was the eleventh grade of natural science and social science class of Madrasah Aliyah Darul Falah Sirahan in the academic year of 2015/2016. The result of the study is that there is any significance difference between experiment class and control class from t-test. The t-test value is higher than t-table ($t_o 7.782 > t_t 1.67$). Then, the research also indicated that the students’ listening motivation of XI social science was fair. On the other hand, the students’ listening motivation of XI natural science was high.

The similaritis this relevant research with this research is the research design using comparative research that compare between natural science and social science students using independent sample t-test. In other hand, this relevant research has some of differences with this research. The differences are the subject of this research is the tenth grade of State Senior High School 1 Tapung, and this research only indicated the differences on reading comprehension of descriptive text between natural science and social science students.

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The second relevant research is “**A Comparative Analysis of Natural Science and Social Science Students’ Critical Thinking in Writing Analytical Exposition Text**” by Febriyani Nuril Akmaliyah (2015). This research used descriptive qualitative methodology, particularly a case study design. The participants of this study were 6 students, when were categorized as low-achiever, middle-achiever, and high-achiever, from natural science and social science programs in a private senior high school in Bandung. The instrument used to collect data in this study was students’ text analysis. The result of this study indicated that the difference result of writing ability was not affected by different background programs, but different level of achievement. Moreover, this study also indicated that the most dominant critical thinking standards found in each programs were: clarity in natural science and clarity and relevance in social science. Those results, however, was not absolute since it only represented in a small area.

The similarities this relevant research with this research are the research compare between natural science and social science students. In other hand, this relevant research has some of differences with this research. The differences are this research used quantitative research. Then, this research compare of students reading comprehension in descriptive text between natural science and social science students at State Senior High School 1 Tapung. Next, this research only give the test to the sample as instrument to collect the data without use experiment

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class or control class. Finally, this research only indicated the differences on reading comprehension of descriptive text between natural science and social science students at the tenth grade of State Senior High School 1 Tapung.

C. Operational Concept

In reference to Syafii (2015), operational concept is a concept that related to the theoretical concepts on all of the variables that should be used in a research paper practically and empirically. It means that operational concept is a concept derived from theoretical frameworks which is modified by researcher into empirical language.

There are two variable used in this research. They are natural science and social science students as independent variable (variable X), and reading comprehension as dependent variable (variable Y). Therefore, the researcher will focus on getting the difference between natural science and social science students on reading descriptive text comprehension. Then the variable can be measured from the following indicators:

The indicators of variable X refers to natural science and social science students at State Senior High School 1 Tapung.

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The indicators of variable Y or reading comprehension as dependent variable proposed by King and Stanley in Amelia and Nurdiana (2017) are:

1. Both natural science and social science students are able to find the main idea of descriptive text.
2. Both natural science and social science students are able to find the factual information of descriptive text.
3. Both natural science and social science students are able to find the meaning of vocabulary of descriptive text.
4. Both natural science and social science students are able to identify the reference of descriptive text.
5. Both natural science and social science students are able to identify the inference of descriptive text.

D. Assumption and Hypothesis**1. Assumption**

The researcher would like to point out the assumptions of the research before formulating the hypothesis. So, the researcher assumes several assumptions as follows:

- a. The comprehension on reading descriptive text between natural science and social science students has diversification or variations.
- b. Reading comprehension on descriptive text of natural science students is better than social science students.

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2. Hypothesis

- a. Ha: there is a significant difference between natural science and social science students on reading descriptive text comprehension at State Senior High School 1 Tapung.
- b. Ho: there is no significant difference between natural science and social science students on reading descriptive text comprehension at State Senior High School 1 Tapung.