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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

In general, Reading is one of the most important. According to Hirsch (2003, p.21) reading is to accessing and further acquiring language knowledge and domain knowledge. Grabe and Stoller (2001, p. 86) states that “Reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundation for synthesis and critical evaluation skills. In addition, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities. It enables learners to work at their own way and to increase their knowledge about the world. It also helps them consolidate their knowledge of language.”

Reading is an important aspect as the process of reader’s way to know information. Grabe and Stoller (2001, p.188) states that, “All researchers recognize that the actual ability to comprehend texts comes about through reading, and doing a great deal of it, as the core of reading instruction”. Comprehension is the process of readers interacting and

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constructing meaning from text, implementing the use of prior knowledge, and the information is founded in the text. According to Snow (2002, p.103), in during reading activity consist of cognitive processes and procedures that extract information from the text and construct meaningful representations. These processes reflect the constraints of the text, the context, and the reader.

Furthermore, Reading is a way to get information what is written because the main point of reading is comprehension. According to Grabe and Stoller (2001, p. 187) “Commonly we read texts to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take critical position with respect to that information (i.e., reading to integrate and evaluate information). Perhaps most often, we read for general comprehension (i.e., reading to understand main ideas and relevant supporting information).” Meanwhile, According to Hansen (2016, p 26) Reading is a process where the reader, the writer, and the text work together to give full meaning to a text. It means that, reading is an interaction among reader, writer, and a text and reading also an interactive process, a process in which the reader engages in an exchange idea with the writer via text.

In the world of languages, it is important to know the types of reading. It is because in improving our ability in reading comprehension.

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According to Patel and Jain (2008, p. 117) state that there are four types of reading;

- a) Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.
- b) Extensive reading has the purpose to train the student to read directly and fluently in target language for enjoyment, without the aid of the teacher.
- c) Reading aloud is also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
- d) Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

According to Grabe and Stoller (2013, p.8) comprehension is the overarching goal of reading. Roit (2015, p.2) states that comprehension is an ability to get meaning from text by the readers. In addition, Dorn and Soffos (2005, p.14) states “Comprehension is a complex process regulated

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by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning.” So, the readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge, the easier to comprehend the reading text. According to Moreollon (2007. P.19) understanding the importance of background knowledge to comprehension is critical because with prior knowledge we connect new information before we integrate and organize the new information.

Meanwhile, Horner (2002, P.89) states “Reading is a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects.” By reading, students will be able to identify and to understand any kinds of text in English.

From definition above, writer concludes that reading is an activity between reader and writer to give information from a text and make the reader to able understand meaning of the text is. So, reading activity is complex skill to developed students’ knowledge in comprehending meaning of the text or students’ reading comprehension.

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2. The Nature of Reading Comprehension

According to Duke and Pearson (2001, p. 423) reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.

According to Kirby (2014, p. 1) reading comprehension is the process by which we understand the texts we read because it is the purpose of reading and it is also the prerequisite for meaningful learning from text. Its mean that, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words and sentences.

The readers do not only need to read but also understand the information in the text. When students are reading, they are doing thinking process by comprehending all the words, sentences and paragraphs in order to get the meaning of the text as a whole and to understand its content. According to Woolley (2011, p. 15) reading comprehension is the process of making meaning from text because while the readers understanding read text information they can develop mental models, or representations of meaning of the text ideas during the reading process. In addition, Healy (2002, p. 3) state “reading Comprehension is the understanding of the

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written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained.”

Meanwhile, According to Meneghetti, et al (2006, p. 291) Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener and reader and resulting in the elaboration of a mental representation. In addition, Snow (2010, p. 417) reading comprehension is a complex topic. Predicting success in comprehension requires knowing about the reader, about the text being read, about the task being undertaken, and about the sociocultural context in which the reading is occurring.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Snow (2002) Comprehension entails three elements as follow:

- a) The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content

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being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

b) The text that is to be comprehended

The features of text have a large effect on comprehension.

Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c) The activity in which comprehension is a part

Reading is done for a purpose, to achieve some end.

Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated

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(wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

Based on the statements above, there are three elements are most important to know in reading; they are reader, text, and activity, because of three of them that are related in comprehending of reading skill. So a heuristic for thinking about reading comprehension is not occurring if one of three elements is to be lost.

According to Klinger et al (2007, p. 8) states Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Its mean that, reading comprehension is not only making meaning from the text but also a multicomponent, highly complex process that involves many interactions between readers to the text

Keene and Zimmermann in Morellon (2007, p. 21) suggest that reader can make three types of connection: text-to-self, text-to-text, and text-to-world. These three types can be used to identify the source

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of readers' prior knowledge connection. When modeling text-to-self-connections, student can use think-aloud questioning to share their thinking processes as follows:

- 1) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- 2) Have you had a similar experience? Compare your experience to that of the character(s).
- 3) Have you heard or read this information before? What does this information mean to you? How does connecting a story or information to your own life experiences help you better understand it?

Based on the explanation above, the writer concludes that when readers read, they will make a connection (text-to-self, text-to-text, and text-to-world) to identify the source of their prior knowledge and help them comprehend texts to support for their reading comprehension

I.S.P. Nation (2009) there are some components of reading comprehension which should be focused on comprehending a reading text:

- 1) Finding factual information

Factual information requires readers to scan specific details.

There are many types of question of factual information such as question of factual information such as question type of reason,

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purpose, result, comparison, mean, identity, time and amount in which most of the answer can be found in the text.

2) Main idea

Reading concerns meaning to greater extent than it with form.

An efficient reader understands not only the ideas but also their relative significance, as expressed by the author. In other words, some of the ideas are super ordinate while other subordinate.

3) Reference

In English, as in other language, it would be clumsy and boring to have repeated the same word or phrase every time a reader uses it. Instead of repeating the same word or phrase several times it has been used. We usually refer to it rather than repeated it. For this purpose, we use reference words most often, reference expression will refer to a preceding word or phrase.

Recognizing reference words or phrase to which they refer will help a reader understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are very frequently pronouns, such as it, she, he, this, those and so on.

4) Inference

The important thing is needed in reading is understanding.

Writers, however does not write out everything, he expects the reader

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to understand. Writers use language efficiently and recognized what can be inferred from their sentence. In other words, an efficient reader is able to understand those implications.

From all explanation or stated above, the writer concluded that a comprehension is a key to understand the content of reading text. Reading comprehension is a complex and involves some of the processes interacting with each other. Reading comprehension is needed so, the written text that is read will be understood. In other words through reading comprehension we find all the information and message from that we want and read.

3. Level of Reading Comprehension

Dorn and Soffos (2005, p. 14) states there are levels in reading comprehension; they are literal comprehension, interpretive comprehension, critical reading, and creative reading.

a) Literal level

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. At this level the readers understand and identify the fact and the information stated in text directly. The readers are required to be able to recall the fact of reading text.

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b) Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning and conclusions. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals.

c) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

d) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

Based on several definitions above, the researcher concludes that reading comprehension means understanding, evaluating, utilizing of information gained through symbol of the text that involves any level concentration.

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4. The Nature of Report Text

a) Definition

Report text is a text which presents information about something, as it is. It is a result of systematic observation and analysis. Beside this definition, there are some experts who explain definition of report text. Barker (in Cahyaningsih, 2017, p. 37) states report text is a piece of writing which aims to describe something in general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense.

Mark Anderson and Kathy Anderson (in Hanifah, 2014, p. 24) defined the steps of constructing information report the text structure/generic structure of information report and the language feature used in information report is as follow:

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1) Generic Structure.**b) General Classification**

General opening statement that introduce the subject of the report, it can include a short description and definition.

c) Description

A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

d) Conclusion

Is summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tells about. In generally, the generic structure in a report text just explained general classification and description.

Based on the explanations above, the researcher can conclude that generic structure of report text consists of two main points, they are; General Classification, and Description. General Classification to state classification of general aspect of thing like; animal, public place, plant, etc. then, Description is to describe a thing that will be discussed in

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detail part per part, customs or deed is for living creature and usage for materials.mation on its parts, behaviour and qualities.

2) Language feature

a) Use timeless present tense

Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)

b) Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

c) Use descriptive language (color, shape, size, function, habit, behavior)

d) Use technical terms.

Language feature is something that related to the text. In report text there are some of language feature, beginning from use general noun to describe object, use relating verb to describe features, action verbs to describe behaviour, use technical terms, and use paragraph topic sentences to organize the information.

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B. Relevant Research

Relevant research needs some previous research results conducted by other writer in which they are relevant to our research. Besides, the writer has to analyze what the point is focused on, informed the design, finding and conclusion of the previous research:

Firstly, Irwanto Saputra who conducted a research entitled “A Study on Reading Comprehension of the Second Year Students at SMA N 1 Duri Bengkalis Regency in Comprehending Narrative Text”. The formulation of the problem which was discussed by the researcher in his thesis was how good is reading comprehension of second year students at SMA N 1 DuriBengkalis in narrative text. After analyzing the data, she concluded reading comprehension of the se second year students at SMA N 1 Duri Bengkalis was categorized into enough level.

Secondly, Indah Permata Sari who conducted a research entitled “A Study on Reading Comprehension at SMA N 5 Pekanbaru”. The writer focused on Descriptive Research which used one variable. The formulation of the problem was how good the students’ in reading text at SMA N 5 Pekanbaru. The finding of her research was students’ reading comprehension at SMA N 5 Pekanbaru categorized into poor level.

Dealing with the explanation above, first, Irwanto Saputra conducted a research entitled “A Study on Reading Comprehension of the Second Year Students at SMA N 1 Duri Bengkalis Regency in Comprehending Narrative

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Text". The variable in this research are same, students' reading comprehension. But in this research not used Report text. The location in his research at the Second Year Students at SMA N 1 Duri Bengkalis Regency. Moreover, in Irwanto's research focused on narrative text, the formulation of the problem was: How is students' reading comprehension of the second year students at SMA N 1 Duri Bengkalis Regency in Comprehending Narrative Text? While the writer's focused on Report text, the formulation of the problem is "How is students' reading comprehension of Report text at State Senior High School 12 Pekanbaru ? Second, Indah Permata Sari conducted a research entitled "A Study on Reading Comprehension at SMA N 5 Pekanbaru". The variable in this research are same, because the variable, students' reading comprehension. But in this research not used a text. The location in his research at SMA N 5 Pekanbaru. Moreover, in Indah's research only focused on reading comprehension, the formulation of the problem, was: How is students' reading comprehension at SMA N 5 Pekanbaru? While the writer's focused on Report text, the formulation of the problem is "How is students' reading comprehension of Report text at State Senior High School 12 Pekanbaru? this research was relevant to the writer research. Because this research, was about descriptive research and investigating about students' reading comprehension.

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The Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There is only one variable which refers to students' reading comprehension:

1. Students ability to identify main idea,
2. Students ability to identify the generic structure,
3. Students ability to identify language feature,
4. Students ability to identify reference,
5. Students ability to identify inference.