

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The general Concept of Reading

Reading is a mental process as mentioned earlier so it needs other skills to be integrated with such as listening, speaking and writing. According to Chitravelu et. al (1995), reading is not a single skill that we use all the time in the same way but it is multiple skill used differently with kind of test and fulfilling different purpose. This was earlier being stated by Thomas and Loving (1979), where they alleged reading as a communicative skills along with listening, speaking writing and thinking. Reading is an interactive process between the reader and the writer. Brunan W.K (1989), for instance defines reading as a two way interaction in which information is exchange between the reader and the author".

Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as:

- a. Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.
- b. Saying a written text aloud (oral reading). This can be done with or without understanding of the content."

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Other definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

Besides all the definitions from the dictionary, there are also definitions made by several people. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Rohani Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People* defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

Reading is an interactive process between the reader and the writer of a text. The text provides information that the author wants the readers to understand in certain ways. The reader also brings a wide range of background knowledge in reading, and she or he actively constructs the meaning of the text by comprehending what the writer intends by interpreting it in terms of the background knowledge activated by the reader (Aebersold, 1997: 15). It means the goal of reading is comprehension. Good readers background knowledge integrates with the text to create the meaning.

Reading is an activity with a purpose. (Hughes, 2007) states that “reading is a complex interaction between the text, the reader and the

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purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated."

According to (Weaver, 2009), reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.

2. Reading Comprehension

According to Wainwright (2007:37), Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration.

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text (Pardo, 2004).

Comprehension includes recognizing and understanding a main idea and related details. Students can get the full meaning by reading between the lines and so they can understand the text.

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Reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving (Parson and Dale (1978:8). It seems to involve language, motivation, concept development, the whole of experience itself. It seems to be subject to the same constrain as thinking, reasoning and problem solving.

Meanwhile, according to Klingner (2007:2) “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency”.

There are some components in the reading comprehension skill. The components have their own characteristic. King and Stanly (1998; 331) state that there are five components that may help students to read carefully:

1. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with W-H questions word. There are many types or questions: reason, pupose, comparison etc. In which the answer can be found in the text.

2. Finding main idea

Recognition of the main idea of the paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

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3. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. 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 pronoun, such as: it, she, he, they, this etc.

5. Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

Based on the opinions above, it can be concluded that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

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3. Types of Reading

Richards (2010: 443) stated different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. They are:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to again an emotional or other kind of valued response from a passage.

Based on the explanation above, reading have four types in used. Every type has different purpose. Literal comprehension means reading to know information in general. Inferential comprehension means reading to find the implicit meaning. Critical and evaluate means reading to compare the information by using own knowledge and value. Appreciate comprehension means reading to find the emotional and valued of passage.

4. Descriptive Text

a. Definition of Descriptive Text

Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel

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that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere.

In addition, Harmer (2004: 67) Descriptive text is a text having aim to describe a particular person, place and thing. The schematic structures of descriptive text are identification and description. Linguistic features are focusing on specific participant, the simple present tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense.

Temple, et al. (1998), states "description is discourse that helps us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive". In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing.. Be sure to include details that describe sounds, color, smells, setting and so on. According to Friedman (2010), descriptive details mean to grab the reader's attention.

In addition, Stanley (1988), mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required

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to” list the characteristics of something and usually deals with the physical appearance of the described thing (Smalley et. al., 2001). In other words, a particular person, place or thing is described in details in this composition.

In this study, the writer concludes that descriptive text is a text type that is widely used in daily life in describing the objects, places, people, animals and more. Description is discourse that helps students to visualize the material they are learning about.

b. Purpose of Descriptive text

The purpose of description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher’s Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

In addition, the social function of descriptive text is to give description about an object (human or non-human (Pardiono, 2007: 34)

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Based on the explanation, the writer concludes that the purpose of descriptive text is to describe and reveal a particular person, place, or thing. Another function of descriptive text is to take the significant details and brings clear picture to the readers and avoid ambiguities.

c. The Generic Structure of Descriptive Text

Wardiman, et. al. (2008) specifies the generic structure of descriptive text into two parts, that is:

- 1) *Identification*. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who or what of the subject described.
- 2) *Description*. It is part that tells a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previewa the details that will be contained in the remainder of the paragraph.

This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identify process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

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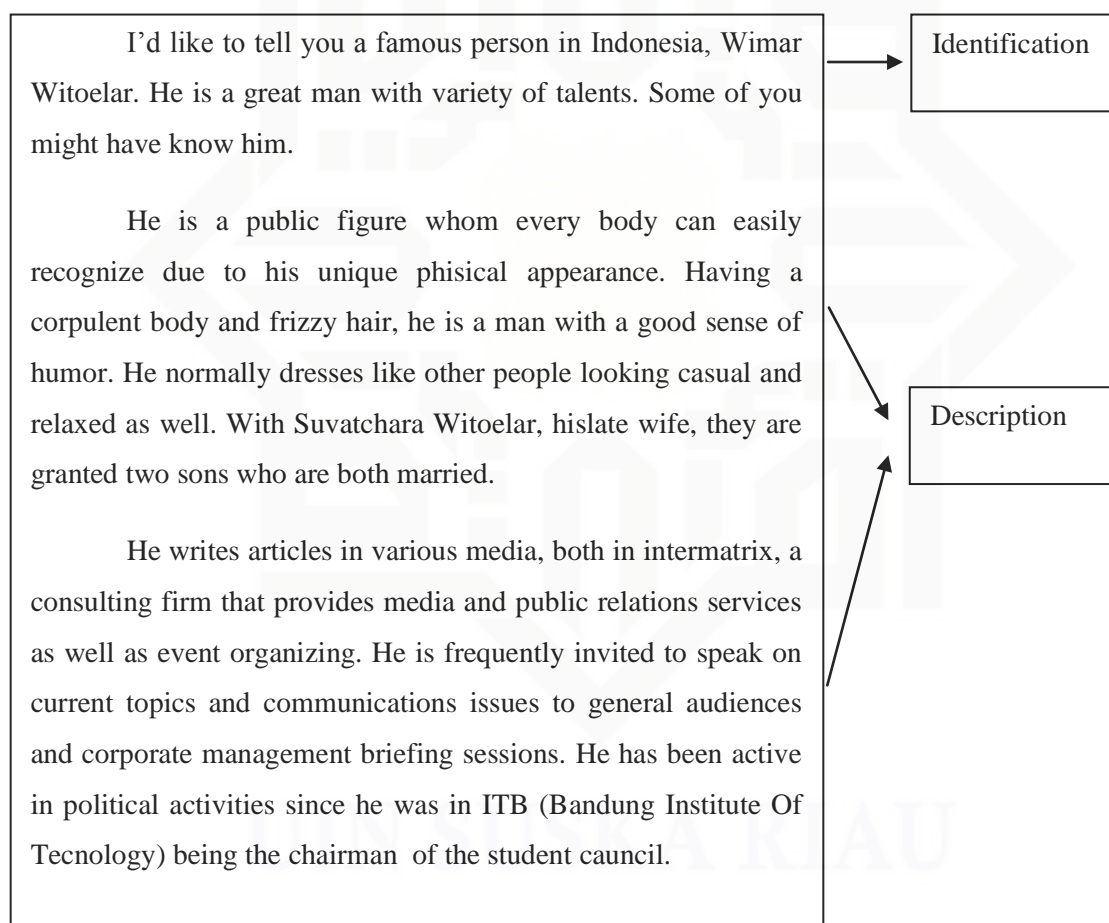
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In this study, the writer concludes that there are two elements of generic structure in descriptive text, they are identification and description. Identification is a part of paragraph which introduces the character to be described. Description is a part of paragraph which describes the person or something that will be described in detail.

The example of descriptive text and the purpose of descriptive text can be seen as follows:



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5. Assessing Reading

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003) the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the Islamic Junior High School students. They are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

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d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose is to make it easier to be administered and can be scored quickly, so that the writer used it in assessing the students' reading comprehension of the tenth grade students of Vocational High School Kansai Pekanbaru.

Additionally, Brown (2003) also stated that there are two skills representing the objectives of an assessment in assessing students' reading comprehension. They are micro and macro skills.

Micro Skills

- a. Discriminate among the distinctive graphemes and orthographic English patterns.
- b. Retain the language chunking of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed for suiting the purposes.
- d. Recognize a core of words and interpreting the word order patterns and their significance.

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- e. Recognize the grammatical word classes (nouns, verbs and etcetera), systems (tenses, agreements, pluralizations), patterns rules and elliptical forms.
- f. Recognize a particular meaning may be expressed in different grammatical forms.
- g. Recognize the cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro Skills

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts in terms of forms and purposes.
- c. Infer the context that is not precisely by using background knowledge.
- d. Infer the links and connection between events, concluding the cause and effect and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- e. Distinguish between the literal and implied meaning.
- f. Detect culturally specific references and interpreting them in a context of the appropriate cultural schemata.
- g. Develop and use reading strategies, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of texts.

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Regarding the explanations above, it can be concluded that those skills as the crucial guidance for the teachers for knowing their students' ability. The teachers will be handily guiding to identify what types or levels of our students' need to be assessed in term of reading comprehension.

6. Sketching through the Text Strategy

a. Sketching through the Text Strategy

Strategy is a plan or way of doing something; a specific procedure on use to perform a skill (Hollas, 2002). Weinstein and Mayer (1986) defined strategies as behaviors and thoughts that a learner engages in during learning that are intended to influence the learners encoding process. Further, Alexander, et al. (1985) defined a strategy as a procedural, purposeful, effortful, willful, essential and facilitative. They asserted that strategies are mandatory for academic development.

According to Daniels and Zemelman (2004p. 120), "Drawing simple pictures or diagrams can help students conceptualize ideas from their reading". Sketching through the Text is a strategy that assists with students comprehension in an alternate way. By having students draw important events, ideas, strategy and vocabulary from text, the comprehension of the text increases (Dunn, P & De Mers, K: 2010). This is especially helpful for students that are visual learners. When students are able to visualize the elements of the text they are focusing

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on, rather than only trying to image it they gain a deeper understanding and are more likely to make connections.

In this study, the writer concludes that sketching through the text is one of the strategies that is used as an alternative way by teacher to improve the students' reading comprehension (see appendix 6). When students are able to visualize the text, they will get the deeper understanding about the text.

b. The advantages of Sketching through the Text Strategy

Drawing simple pictures or diagrams can help students conceptualize ideas from their reading. In this strategy, students create a sequence of sketches to illustrate thoughts, steps, or stages of a process described in their reading. The sketches may show linear changes over time, a cyclical process, or a group of related elements such as the various parts of a plant or elements in its ecosystem. These are not highly refined drawings, but quick and simple representations, so you must reiterate that artistic ability is not the point of the exercise.

Content area text is difficult and many times very abstract. Students are faced with many unfamiliar ideas and vocabulary that may be difficult to comprehend especially with no previous knowledge. Sketching through the text is a great strategy to help with comprehension because it gives students visual remainder of the material they are learning about.

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In teaching english, the teacher has to get the strategy to help students understand the text. One of which is by encouraging the students to be active in the classroom. Sketching through the text strategy is one of the strategies that will make students active in their own learning.

This strategy would allow many science teachers to understand how they can incorporate literacy strategies in a fun way while reading science texts, as well as during hands on scientific experiments. Those benefits can lead them to get a better result in a reading test and certainly have a better reading comprehension.

Based on the explanation above, sketching through the text strategy have several advantages in teaching learning proses. The advantages are to help students conceptualize ideas from their reading, encourage the students to be active in classroom, understand the content area of the text, comprehend the unfamiliar ideas and vocabulary.

B. Relevant Research

According to Syafi'i (2014: 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. The writer has to analyze what the point that was focused on, inform the design, findings and conclusions of the previous researchers. It aims at avoiding plagiarism toward the design and finding of previous researchers. Those are some relevant researches of this research:

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1. The research was conducted by Nazima Ally, entitled “A proposal for incorporating literacy strategies in the teaching of science: Sketching My Way through the Text”. She said the level of creative reading of students who were taught by sketching through the text was higher than students who were taught by conventional strategy. She also added that students have become active observer of those objects or concepts that may trigger further questions and deepen understanding. The conclusion showed that the application of sketching through the text strategy in reading had significant impact toward students’ reading comprehension.
2. Weni Ratnasari (2013) in her research focused on the effect of using sketching through the text strategy towards students’ reading comprehension on report text of the second years at state senior high school 1 tembilahan hulu. She found that the means score of experimental group which was taught by using sketching through the text strategy reading was 82.75 while the means score of control group which was taught by using traditional reading classroom was 75.75. That means there was any significant difference between using sketching through the text strategy for reading comparison achievement and using traditional reading classroom method for reading comprehension achievement.

Based on some previous researches above, this research has the same strategy by using Sketching through the text strategy. However, this research is different from the previous researches in term of focus which is on reading comprehension of descriptive text.

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C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and missinterpretation. It is necessary to explain briefly the variable used in this researches. variable X refers to the effectiveness of using Sketching through the Text strategy and variable Y refers to the students' reading comprehension. Therefore, variable X is an independent variable and Y is a dependent variable.

1. Variable X: (the indicators of Sketching through the text as X variable)

according to Daniels, H (2004: 120) can be seen as follows:

- a. Teacher models the strategy in its entirety.
- b. Teacher begins by choosing an appropriate text that is relevant to the topic or subject you are teaching.
- c. Teacher makes a classroom chart on what signifies a piece of important information. Have students share ideas such as main idea, important strategies, vocabulary, etc.
- d. Since you should model this strategy first, read aloud the text of choice. Ask students to follow along and raise their hand when they think they have heard something that is important to their learning about the topic or subject.
- e. After discussing the idea given by the students, explain to them what you are going to draw, why it is important and what the description of the picture will be.

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- f. Sketch the drawing and label it appropriately. ** Remember to stress that these drawings should not be elaborating artistic drawings just a SKETCH.
 - g. Once the sketches for the entire text are complete, have the students talk you through the important facts they learned from the reading and explain what their pictures represent.
 - h. Teacher checks for understanding by having several students repeat back the procedure for this strategy in their own words.
 - i. Once completing a text in a whole group setting, assign students a text and have them practice the strategy on their own.
 - j. Have students share their sketches with each other.
2. Variable Y: (Indicators of students' ability on Reading Comprehension) referring to King and Stanly (1998: 331) can be seen as follows:
- a. The students' sability to find out the main idea of descriptive text
 - b. The students' ability to find out the factual information in descriptive text
 - c. The students' ability to find out the meaning of vocabulary on descriptive text
 - d. The students' ability to identif references in descriptive text
 - e. The students' ability of making inference from reading in descrtive text

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D. Assumptions and Hypothesis

1. Assumption

Before formulating hypothesis, the writer would like to present some assumption about this study as follows:

- a. The students' reading comprehension is various
- b. Teaching by using Sketching through the Text Strategy can influence the students' reading comprehension.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

- a. H_a : There is a significant difference of students' reading comprehension at Vocational High School Kansai Pekanbaru between taught by using Sketching through the Text Strategy and without using it.
- b. H_o : There is no significant difference of students' reading comprehension at Vocational High School Kansai Pekanbaru between taught by using Sketching through the Text Strategy and without using it.