

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension In English Teaching

Reading is the activity of looking at reading material and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination of a reader that is liked by the general public and also understood by someone they love. Santrock (2011: 90) is the ability to understand written discourse. According to Santrock, good reading is when someone has mastered the basic language rules, namely phonology, morphology, syntax and semantics so that according to Santrock a child who responds to word cards cannot be categorized as a reading activity. Referring to Santrock's opinion, it can be concluded that reading is the ability to understand a written discourse and would be better if you master phonology, morphology and syntax.

Reading is an important skill in many different settings especially in educational setting (Grabe, 2009: 5). Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, Harrison (2004, 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability would be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro-skills can be the intention of reading comprehension assessment (Brown, 2004: 187). The micro-

skills consist of: discriminating among the distinctive graphemes and orthographic patterns of English, retaining chunks of language of different lengths in short-term memory, processing writing at an efficient rate of speed to suit the purpose, recognizing a core of words, and interpreting word order patterns and their significance, recognizing grammatical word classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms, recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

- 1) recognizing the rhetorical forms of written discourse and their significance for interpretation,
- 2) recognizing the communicative function of written texts, according to form and purpose,
- 3) inferring context that is not explicit by using background knowledge,
- 4) from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification,
- 5) distinguishing between literal and implied meanings,
- 6) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- 7) developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

Reading comprehension as a complex process involving the interaction of many components. These components are the reader, their background knowledge, their reading strategies, the text, their interest in the topic, and their knowledge of the type of text (Klingner, Vaughn and Broadman 2007, 8). Those components interact with one another in

comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

In addition, Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there would be difficulties in reading.

There are several factors that influence someone's reading comprehension, (Snow, 2002:11) says this text influences their understanding of how the text was constructed by the author. Their knowledge influences their understanding through the information they have in their background knowledge. Each reader has a different understanding of the meaning of their background knowledge. This rereading activity would influence the understanding of reading in the way how reading directs them to construct its meaning. This involves reading goals and updating techniques.

According to Klingner, Vaughn and Broadman (2007, 6), there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are words reading, fluency, vocabulary mastery, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for

their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affects reading comprehension. Although, the readers have high fluency, it would be difficult to comprehend the text without sufficient knowledge of the words in the context.

Brown (2001, 299) stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belongs to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject matter and linguistic knowledge.

In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so that every reader has various stages of comprehension.

B. Picture Media

Image media is an imitation symbol of an object, view, outpouring of thought, or idea that is visualized in 2-dimensional form (Waskito, 2007: 13). Image media is a type of media from the aspect of the five senses, namely visual media (seeing). Such as including posters, cards, comics, photographic images, diagrams, charts and diagrams. Dale explains in Subana that teachers can use pictures to illustrate something to be more specific when describing it in words. Through pictures, teachers can transform abstract ideas into more realistic forms. When creating paragraphs, students can arrange words based on the pictures they see. In addition, students can criticize or praise the images used as learning media when talking about the topic.

Image media is a form of teaching media which includes a type of visual media, which is known to have the greatest influence on students among other types of media. The use of media images means that media images can be used in the learning process. Utami said that "the media has

the same important position as the teacher, because the media is an integral part of teaching." Subana explained the benefits of pictures as learning media, including:

- a. Generate interest in students.
- b. Facilitate the understanding or understanding of students.
- c. Facilitate abstract understanding.
- d. Clarify and magnify important or small parts so that they can be observed.
- e. Abbreviate a description. Information clarified in words may require lengthy descriptions.

Therefore, the use of media images greatly affects student learning outcomes. The better the image media that is carried out and used by the teacher, the better the results that would be achieved by educational institutions. Learning through the use of media images would improve student learning outcomes. Apart from that, image media also has several types, including:

a. Auditive Media

Is a media that only relies on voice capabilities, such as radio, cassette recorder, vinyl records. This media is not suitable for people who are deaf or have hearing impairments.

b. Visual Media

Is a media that only relies on the sense of sight. There are visual media that display still images such as film strips, slides, photographs, drawings or paintings, and prints. There is also visual media that displays moving images or symbols like cartoons.

c. Audio Media

Visual Is media that has sound elements and picture elements. This type of media has better capabilities, because it includes the first and second types of media. This media is further divided into:

- 1) Audiovisual silence, namely media that displays sound and still images such as sound slide films, sound series films and sound prints.

2) Audiovisual motion, namely media that can display sound elements and moving images such as films or videos.

Some of the other advantages of media images are:

- a. It is concrete. Pictures/photos are more realistic in showing the subject matter compared to mere verbal media.
- b. Images can overcome the problem of space and time constraints. Not all objects, objects or events can be brought to class, and not always, children can be brought to these objects. For that picture or photo can handle it. Niagara Falls or Lake Toba can be presented to the class through pictures or photos. Events that happened in the past, yesterday or even minutes ago sometimes cannot be seen as they really are. Pictures or photos are very useful in this case.
- c. Media images can overcome the limitations of our observations. Cells or leaf sections that we cannot see with the naked eye can be presented clearly in the form of images.
- d. Can clarify a problem, in any field and for several age levels, so as to prevent or correct misunderstandings.
- e. Cheap price, easy to obtain, easy to use, without requiring special equipment.

The steps in using Picture Media are as follows:

- a. Prepare media images that would be used to provide material to students. Teachers must really understand the learning that would be given to students and have a variety of strategies that would be used in delivery material to students.
- b. Students are introduced to the learning strategies used and introduced to media images, then students were asked to examine the media images in their own way but still under the supervision of the teacher.
- c. In the learning process students try various strategies to solve problems according to their observations. This can be done individually, by working on worksheets that are given by the teacher to be assessed and media images as the object of research.

- d. After reaching an agreement on the strategy in working on the LKS directed to draw conclusions from the lesson. At the end student learning must be able to explain what knowledge is they get from learning Descriptive Text that is run using media images in front of the teacher and friends class. This can be a benchmark for the success of delivering material learning with media images and assessment of student activity in Study.

Various educational media, pictures are media that are very easy to find. According to Cecep Kusnadi, media images are media that function to convey messages through images that involve visual aids. The message that is poured is poured through visual communication symbols. The images presented would give directives and an overview to students directly about the message they want to convey. The material obtained by students would be more factual, memorable and not easily forgotten. Through the media of images, educators can help provide experience and understanding to students so that they are broader.

The application of images is an activity that stimulates many of those ideas students have good outlines and teachers choose interesting pictures to enhance students' reading comprehension. Pictures are a subject that has a lot profit. Erickson (2003) states that images provide readers with new sources of information information other than what they can glean from reading the text itself, and that two sources of information facilitate reading comprehension.

C. Previous Study

1. The first study titled "Using Pictures to Improve Students' Reading Comprehension of Descriptive Texts at 8th Grade Students of SMP N 1 Siau Timur Selatan," was conducted by Fortunandini Kilapong, Nurmin Samola, and Fivy Andries (2022). The research aimed to assess the effectiveness of utilizing pictures in enhancing the reading comprehension skills of eighth-

grade students at SMP N 1 Siau Timur Selatan, involving 22 participants. The research employed a pre-experimental design with a single-group pre-test and post-test approach, utilizing a test as the data collection instrument. The analysis was based on mean scores, revealing a significant improvement in students' reading comprehension with the use of pictures. The mean score increased from 64.54 (T1) to 78.18 (T2), indicating the positive impact of incorporating pictures in teaching descriptive texts. This study supports the recommendation for English teachers at SMP N 1 Siau Timur Selatan to consider integrating pictures into their reading comprehension instruction for improved student outcomes.

2. Second study titled “IMPROVING STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXTS BY USING PICTURES AND SEMANTIC MAPPING AT GRADE VII.1 OF SMPN 2 X KOTO DIATAS SOLOK REGENCY” was conducted by Nurmailis Muis, Zainil, Desmawati Radjab (2013) . This research aimed measuring the impact of using pictures and semantic mapping on the understanding of descriptive texts by Grade VII.1 students at SMPN 2 X Koto, and identifying factors influencing the improvement of comprehension. Quantitative data were collected through multiple-choice tests and compared with the Minimum Mastery Criteria (KKM), while qualitative data from observations, field notes, and interviews were analyzed using the Classroom Action Research (CAR) procedure. Students' comprehension increased from 41.5 (initial test) to 84.5 (first cycle) and 86.14 (second cycle). Factors contributing to the improvement involved material, techniques, media, classroom management, teacher strategies, and teaching approa

