

CHAPTER II

LITERATUR REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one part of language skills that is very important for students. By reading can increase the knowledge possessed by students. One of the meanings of reading, according to Grabe and Stoller (2019: 29) states that reading is defined as the ability to have linguistics that is relatively automatic in its use and combination. In understanding a word recognition and explanation. Then, reading is described as a set of abilities under the conscious control of the reader. Meanwhile, other experts also put forward the notion of reading according to Tarigan (2015: 7) reading is a process carried out and used by a reader to get the message to be conveyed through the medium of words or written language.

Meanwhile, according to Ana Widyastuti (2017:2) Reading is an activity that involves auditive (auditory) and visual (observation) elements. Reading is essentially a complicated process that involves many things, not just reciting the text in the reading, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating written symbols (letters) into spoken words (Trisiantari, 2016).

In terms of understanding learning to read is important for students. According to Abidin (2012:4) states that learning to read can be interpreted as a series of activities carried out by students to achieve reading comprehension. It was further explained that understanding learning to read is not only done so that students are able to read, but is also a process that involves all mental and thinking activities of students in understanding, critiquing, and reproducing a written discourse. The activities that students can do are very diverse depending on the understanding of the reading strategies applied by the teacher in learning.

Talking about reading comprehension, Mikulecky and Jeffries (2004:74) state that reading comprehension is what a person reads and relates ideas in the text to what he already knows. According to Smith (2004:41), reading comprehension can be considered as an aspect related to the world around us including what we read with the knowledge, intentions, and expectations that are already in our heads. In other words, reading comprehension is the process of connecting the reader's background knowledge with the information in the text to get a text message. Reading comprehension is not only about knowing and remembering the meaning of all the words in the text, but more about how students construct and construct the meaning of the text.

So, reading is very important, thus teaching students' reading comprehension is the main task of teachers in schools. Therefore, teachers need to improve reading comprehension in students at school. This is also related to one aspect, namely reading. So, teachers are required to improve students' understanding of reading skills through existing media, one of which is using picture stories to improve students' reading comprehension.

From the description above, it can be concluded based on the opinion of several experts regarding the definition of reading comprehension. So, reading comprehension is a process carried out and used by readers to get the message the author wants to convey through words, either through books, or other media and so on.

2. Types of Reading

According to Tarigan (2013: 67) there are two types of reading, namely reading aloud and reading silently. In this case the type of reading can be explained as follows:

a. Reading Aloud

Reading aloud is an activity or activity that is a means for teachers, students, or readers together with other people or listeners to capture and understand the information, thoughts, and feelings of an author

(Tarigan, 2013: 67). In reading aloud, the reading process is done by voicing the symbols written in the reading.

Meanwhile, according to Suyanto (2012: 64) explaining that reading aloud requires practice so that students can read with the correct pronunciation or speech. It is important to know that other people know what we are reading. In reading aloud, students must pay attention to intonation, pronunciation and pauses. In addition, students must be able to express according to the contents of the text they read.

b. Silent Reading

Silent reading is a technique or way of reading silently that requires concentration to understand the content and deeper meaning of reading in a text. Usually silent reading is used to appreciate, understand, and rediscover the contents of existing reading.

3. Aspects of Reading

According to Razak (2011: 03) explains that there are five aspects or components of reading comprehension. The explanation is as follows:

a. Finding Factual Information

Finding factual information requires the reader to scan for specific details. Factual information questions are generally prepared for students and questions that arise with the question word WH. There are many types of questions: reasons, objectives, results, timing, comparisons, the answers of which can be found in the text.

b. Finding Main Idea

Reading is important to see the organization of the section. Each paragraph is organized in such a way that it has the main idea, which is often contained in the first sentence of the paragraph. The rest of the paragraph supports and develops the main idea. Sentences that usually contain the main idea are called topic sentences. The main idea is usually expressed as a complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he wants to convey to the reader. The reader can develop an

understanding of guessing unfamiliar words by connecting the close meaning of unfamiliar words with the text and the topic of the text being read.

c. Guessing Vocabulary in Context

Guessing vocabulary in context means that students can develop an understanding of guessing unfamiliar vocabulary by relating the meaning of unfamiliar words to the context in the text.

d. Identifying Reference

Reference usually order very frequent pronouns, such as: that, he, she, this, etc. Recognizing reference words and being able to identify the referenced words will help the reader understand the reading. The reference can be something that has been mentioned or something that will be mentioned.

e. Making Inference

Understanding inference in general is a conclusion or opinion that is formed because of known facts or evidence about something that is inferred.

Based on the explanation above, it can be concluded that what students must master in the reading aspect are : Finding factual information, finding main idea, guessing vocabulary in context, indentifying reference, making inference.

B. The Using Picture Story

1. Definition of Picture Story

Picture story as one type of media that can be interesting learning media for students at school. Picture stories for the purpose of introducing grammar and vocabulary can be packaged in the form of stories. Certain sentence patterns in the story should be repeated so that students understand what they are learning. According to Ardianto (2007: 6) picture story is an art form that uses still images that are arranged in such a way as to form the fabric of the story. Usually

comics are printed on paper with text. Picture stories are a unique medium, using text and images in creative forms, media that can attract the attention of people of all ages, because it has the advantage that it is easy to understand. Through picture stories, it is hoped that students can easily receive information and descriptions of the stories to be conveyed. Picture stories as graphic media used in the learning process have a practical meaning, namely being able to communicate facts and ideas clearly and strongly through a combination of expressing words and pictures. Picture stories can encourage reading comprehension in students. With picture stories, students understand what they are reading.

Picture story are media that have elements of pictures and a story that students can integrate. According to Damayanti (2016: 14) picturestory are those whose contents have elements of pictures and words, where the pictures and words do not stand individually but are related to each other so that they become a unified story. Dayamanti (2016:15) also adds that picture stories are intermediaries who can communicate reality and ideas strongly and clearly with a combination of expressing words and images. The explanation has the conclusion that a picture story is a medium that is used in which there are ideas, messages, pictures and a story where the picture and the story can depend on each other to become an interesting story unit.

Based on these definitions, it is clear that a picture story is a story written in a light language style, tends to be a conversational style, equipped with pictures that are part of the story to convey certain facts or ideas. Stories in picture stories are also often related to a place, person or so on so that readers can easily identify them. Picture stories can also improve students' motivation and skills because by using picture stories students can describe what they think about the story in the text, they not only read the text but also see the action of the story in the picturemake students interested in reading the text.

2. Advantages of Picture Story for Students

The advantages obtained in the process of reading comprehension using illustrated story media are that students can understand the content of a text, so that students are more motivated and can improve reading comprehension. Here are the advantages of picture story media according to Sri Anitah (2009:8) :

- a. Can translate abstract ideas into a more tangible form.
- b. It is very easy to use as it does not require any tools.
- c. Relatively inexpensive.
- d. Can be used for various levels of learning and fields of study.
- e. Can improve reading comprehension in students.
- f. Can increase student learning motivation.

3. Disadvantages of Picture Story for Students

According to Sri Anitah (2009: 8-9), the disadvantages of picture story media for students:

- a. Sometimes it's too small to show in a big class.
- b. Unable to show motion.

4. Procedure of Picture Story in The Classroom

Researcher use picture story in learning to read in the classroom because, the use of media in the teaching and learning process can create interesting learning for students. According to Sri Anitah (2009: 10), the procedures for using picture story in classroom learning are:

- a. The teacher conveys descriptive text material in the form of Picture Story.
- b. The teacher asks students to observe the material given in front of the class regarding descriptive text in the form of Picture Story
- c. The teacher asks students to read descriptive text in the form of Picture Story in front of the class.
- d. The teacher asks the students to find the information given by the teacher about the descriptive text in the form of a picture story.

- e. Students are given the opportunity to ask questions about descriptive text
- f. The teacher asks students to fill out a worksheet about the descriptive text given by the teacher.
- g. Students are asked to collect worksheets that have been answered.
- h. The teacher and students discuss the problem together about the descriptive text.

C. Descriptive Text

1. Definition of Descriptive Text

The term description is already familiar. This type of descriptive text can be found everywhere. There are many types of text in an article. Basically, description is describing something. In this case, descriptive text is a type of writing that describes or explains about a certain thing, object or situation. Descriptions can also be interpreted as rules for processing data into something that can be stated clearly and precisely so that it is easy to understand by others. Descriptive text is a text that contains a detailed description of an object, either a living being, an object, a place, or an event.

According to Suparno (2010: 46) states that the word description comes from the Latin *describere* which means describing or giving something. In terms of terms, *describere* is something that describes something according to the actual situation, so that readers can image (see, hear, smell, and feel) what is described in accordance with the image of the author.

Kosasih (2012:14) which states that descriptive text is a type of text that describes a thing, be it objects, events, circumstances, or humans. With the text, the reader seems to witness or feel what is being told. Even the reader can seem to see the object described. Therefore, unique or distinctive information is needed about the object, so that the reader knows more clearly about the object.

So, it can be concluded that the definition of descriptive text is a text that describes an object clearly and in detail so that it seems as if the reader can hear, see, smell, and feel what is written or described by the author.

2. Generic Structure of Descriptive Text

Structure is a characteristic part of a text and a characteristic of knowing a text. Descriptive text has its own rules regarding its structure. The following is the generic structure of descriptive text according to Kosasih (2012: 18), namely:

a. Identification

This identification section is an introduction in the form of a general description of the object, place, or person being described.

b. Description

The description section contains the special characteristics of the object, place, or person being described. For example, properties, physical appearance, and other things that are written specifically.

3. Language Feature of Descriptive Text

a. Specific participant : has a certain object, is not common and unique (only one).

For example: Bandengan beach, Borobudur temple, etc.

b. The use of the adjective (an adjective) to clarify the noun.

For example: a beautiful beach, the famous place in jepara, etc.

c. The use of simple present tense:

The sentence pattern used is simple present because it tells the fact of the object described.

d. Action verb

Verbs that show an activity .

4. Example of Descriptive Text



Prambanan Temple

Identification :

For anyone who likes history, Prambanan temple is the historical tourism place that must be visited. The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 40.000,- we can explore around it all the day we want to enjoy the beauty, take some picture and learn something historical about it.

Description :



(Source: English Book X SMA BUPENA Curriculum 2013, Intan Pariwara)

Prambanan temple is the biggest Hindu temple site in Asia. The building was completed in the mid-9th century during the regime of Sanjaya Dynasty. The history explains that Rakai Pikatan is the one who initiated the building of that giant temple.

D. Previous Study

This study contains several previous studies that have characteristics similar to this study. These similarities can be in the form of research variables and types of research. Several previous related studies intentionally provided comparative studies. Can also be used as a reference. Here are four previous studies:

The first research is research conducted by Kurniasih, Eni Nurunisa, Euis Cici and Husni. 2017, entitled "Efforts to Improve Children's Language Skills Through Picture Story Media" in the Journal of Early Childhood Islamic Religious Education. This study aims to determine the efforts to improve children's language skills through picture story media. The method used is Classroom Action Research (CAR). Data collection techniques were carried out using observation techniques, and test techniques. The results of this study indicate that picture story media can improve children's language skills and picture stories can help children's understanding process.

Based on this research, it can be seen that the finding of differences between the researcher research and previous research is based on the research location and data collection techniques because this previous study was located in Early Childhood Education and only used two data collection techniques, namely observation and test. While the researcher in this study wanted to conduct secondary school (SMA) research and the three data collection techniques used were observation checklist, field notes, and reading test.

The second research from Khasanah, N.U. (2015), entitled "The Effect of Using Random Images on Increasing Students' Ability in Writing Narrative Texts for Class XI Students of SMK Bhakti Utama Bandar Lampung. In this study, researchers used random pictures as a medium to improve students' ability in writing narrative texts. The purpose of this

study was to determine the effect of using random images on students' ability to write narrative texts. The result of this research is the use of scrambled image media can improve students' writing skills.

Based on this research, it can be said that there are differences between his research and previous studies. This is based on the place of research, the type of text used and the aspects used in the research. In previous research, the research was conducted in SMK, while in this study, the researcher conducted research in SMA. The previous researchers used narrative text in their research, while in the research conducted using descriptive text. And in previous studies that examined the writing aspect, in this study the researcher used the reading comprehension.

The third research was conducted by S. Nurkhaula, & Dewi, S, A, Yuli. (2018) entitled "Use of Picture Storybook Media to Improve Children's Language Skills in Group B of RA Riyadlul Jannah Wрати Kejayan Pasuruan", this research is motivated by the low reading ability of children. The purpose of this study was to determine the improvement of language skills using picture book media at RA Riyadlul Jannah Wрати Kejayan Pasuruan. Picture books are meant to encourage an appreciation and love of books. The data collection technique used in this research is through observation and documentation. The data analysis technique used descriptive statistics.

Based on this research, it can be concluded that there are differences with previous studies. Namely, located based on the research place, research background, data collection techniques, and analysis techniques. Where previous research was conducted on children in Group B RA Riyadlul Jannah Wрати Kejayan Pasuruan, while in this study the researchers conducted research on class X students of SMAN 1 Jongkong.

In previous research, it was motivated by the low reading ability of children. While in this study the background of the research is the problem

is that students have difficulty in finding factual information, finding the main idea, finding the meaning of vocabulary in context, identifying references, making conclusions, and having difficulty understanding the text. And in this section, students also experience many difficulties, they have difficulty answering practice questions because they do not understand the text they read, even they have difficulty understanding the questions. And in previous research data collection using observation and documentation.

Meanwhile, in this study, the researcher collected data using observation checklists, field notes, and reading tests. The technique used in the previous study used descriptive statistics, while in this study the researcher used observation and measurement techniques. The observation techniques are checklist observations and field notes. While the measurement technique includes a reading test.

The last research is from Ali M & Asrial (2022) entitled "Peningkatan Kemampuan Membaca Peserta Didik Kelas II SDN 136/I Semangat Melalui Buku Cerita Bergambar". This study aims to describe how to improve the reading ability of second grade students of SDN 136/I Semangat through picture story books. This research is motivated by the low reading ability of the second grade students of SDN 136/I Semangat. The results showed that there was an increase in the reading ability of second grade elementary school students, this can be seen from the results of observations in the cycle I of 64.00, in the cycle II there was an increase so that the observation results became 65.30. From the results of the study, it can be concluded that the use of picture storybook media can improve students' reading skills.

Based on this research, it can be seen that the difference between the researcher's research and previous research is based on the place of research and the results of the study. Previous research was conducted at the elementary school level, namely the second grade students of SD

Semangat. While in this study the researchers conducted research at the high school level, namely in class X SMAN 1 Jongkong. And in previous studies, the results of research in the cycle I was 52.14 while in the cycle II was 70.89.

Based on the explanations of the four previous studies above, the researcher can find a gap that previous research has focused more on the level of the research subject, namely on students below the high school level and there are also places of research such as in SMK. Meanwhile, this study focuses more on the tenth graders of SMAN 1 Jongkong. The location of this research will examine the class X students of SMAN 1 Jongkong, totaling 28 students and this study also wants to improve students' reading comprehension by using picture story.

Therefore, researcher are interested in conducting research that still has relevance, namely "Improving Students' Reading Comprehension by Using Picture Story".