

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Reading**

##### **1. The Definition of Reading**

Reading is an important language skill for EFL learners in junior high school education. Reading is to explore information as a reference and additional material for their study. Reading is one of the important language skills required by EFL. Learners get new information to their attention. Reading is assumed to be the most important skill for gaining knowledge about their discipline (Safdarian, 2014). There are two types of reading. Reading can occur at two levels; Reading can mean looking at the written text to understand its contents. This is the first type of reading and is usually done quietly. The resulting thing is called reading comprehension. The second type of reading refers to speaking or reciting written texts aloud, "oral reading" can be done with or without an understanding of the content.

Reading is one of the language skills that people use as a medium of communication. Frequent reading can improve a person's reading comprehension and train their confidence in speaking. Reading is a very important skill that must be possessed by learners, it will help them in understanding the meaning of texts learned in the school. Williams (1996:2) states that reading is a process of seeing and understanding what the author has written. The purpose of reading is to obtain the meaning or information the reader needs regarding the author's ideas. Based on the experts' definitions of reading above, it can be concluded that reading is a communication activity and mental process in interpreting and understanding printed ideas to obtain the necessary information .

##### **2. The Purpose of Reading**

Taringan (1986), as cited by Linda Wijayanti (2015), mentions the purposes of reading as follows:

**a. Reading for details facts**

The students read to get or out know the writer's invention or solve the writer's problem.

**b. Reading for main ideas**

The students read the text to find out "why the topic is good" or interesting, then problem in the story and summarise the story.

**c. Reading for the sequence or organization**

The students read the text to know what is happening in each part of the story in every episode and solve the problems of the story.

**d. Reading to classify**

The students read the text to classify some information or actions of the writer in the text or paragraph.

**e. Reading for inference**

The students read to find the conclusion from the actions or ideas in the text.

**3. Types of Reading**

Through reading, students meet and become familiar with new grammatical structures. At the same time, they expand their vocabulary. According to Patel (2008) as cited Hudry, M., & Naim, J. (2017) The types of reading are as follows:

**a. Intensive Reading**

Intensive reading is reading shorter texts to extract certain information. In intensive reading, some activities are matching nouns and verbs, separating sentences, combining sentences, making summaries, and recording paragraphs. Intensive reading correlated with further teacher-directed language assessment. Intensive reading will provide a basis for drawing structural problems and for developing idiomatic and vocabulary skills. Students read the text to get the ability or analysis in this reading. The purpose of this reading is to understand the short text. This reading is done to capture certain information intensive reading occurs when the learner focuses on the language rather than the text. This

involves learning new vocabulary, studying grammar and expressions in texts, translating passages or other tasks that involve students looking intensively into texts.

Intensive reading occurs when the learner is focused on the language rather than the text. It involves learning new vocabulary, studying the grammar and expression in the text, translating the passage or other tasks that involve the students in looking intensively (inside) the text. In other words, students need to read carefully to understand the meaning of the text accurately.

#### **b. Extensive Reading**

Extensive reading is reading longer texts, usually for personal enjoyment. There are several activities in extensive reading. They kept notes and wall charts, made summaries, and indicated the difficulty. Extensive reading is used to gain a general understanding of the material and includes reading more extensive texts for satisfaction. Readers want to understand something. Readers don't care about specific or important news after reading. Usually, people understand to keep updating it. According to Mikulecky (2008) as cited Hudry, M & Naim, J. (2017) extensive reading is a very individual approach to reading improvement. Students choose their own books and read at their own pace. Teachers should guide students to select books at a level of understanding that allows for comprehensive input. The emphasis is on the quantity of books read and students' enjoyment of their books. Students are never formally tested on their extensive reading.

#### **c. Aloud Reading**

Reading aloud is reading using a loud and clear voice, reading aloud has a tremendous influence on students. Aloud Reading means reading the content loudly at the top of his voice by the reader. The main purpose of Aloud Reading to improve pronunciation. It enhances students' skills, interests, and development in many ways that go far beyond simply increasing their own reading interest and ability. One of

the main goals of reading aloud is to recognize the sound of words, clarify articulation while reading,

#### **d. Silent Reading**

Silent Reading does not mean that a reader reads without sound. But the reader may sound in response to words, but there is no need to say each word. A well-educated person in silent reading only says the word in his mind, the form, the meaning, and the man in silent reading understands without any references to pronunciation or stress on interaction. The main purpose of this reading is how students can get information from printed pages efficiently, quickly and fully understand and the main purpose of Silent Reading is to comprehend the content. Silent reading should be encouraged to develop automaticity, confidence and enjoyment.” To check whether students understand what they have read, teachers can test this by asking questions based on the text. Silent reading is the process of reading done only internally with the mind, without producing any sound. Therefore, in silent reading, you cannot notice any lip or tongue movement and the functioning of the vocal cords. Silent reading most significantly helps the reader enjoy what he or she reads. This is why silent reading can also be called reading for pleasure.

According to the explanation of the types of reading above, in this study the researcher observed that students in the second grade at SMP Assalam Pontianak used silent reading in carrying out the reading test given by the researcher because silent reading students can obtain information effectively and more efficiently, quickly and understand clearly. The complete text content was provided by the researcher. Silent reading is combined to create a good understanding of the reading text and not just about understanding the meaning of words or sentences in the reading text but also understanding of what the author wants to convey.

#### **4. The Important of Reading**

Reading is one of the important aspects for the students, especially in English. From reading, the students can get much information and

knowledge. According to (Ramelan, 1990), as cited (Qurniawan, 2020), reading is a good activity for learners. Reading is also crucial and indispensable since reading is one of the most important skills in learning a language besides listening, speaking, and writing. Reading is an activity that involves greater concentration and gives the reader conversational skills. It acquired a lot of knowledge. Besides, reading can improve students' attention span and comprehension. In general, there are two reasons why reading is important in daily life:

- a. Reading will help to achieve some precise aim or information. It means that reading is one of the ways to get information.
- b. Reading is needed for a career, study purposes, or pleasure.

Teachers or students read a book to improve their knowledge, and people read comics, magazines, or novels for pleasure. For language teaching, reading is useful for language acquisition. It can help to improve student's English ability. Brown, as cited (Qurniawan, 2020), said that reading competence is important because it underlines success in all areas of study in high school. Still, it is essential for personal enrichment and the development of intelligent citizenship. Increasing the ability to read indicates a student's success in other subject areas. If their reading is good, others must be good too. Their study depends for the more significant part on their ability to read.

## **5. Aspects of Reading**

According to Nuttal (1982), as cited (Qurniawan, 2020), there are five aspects of reading in which the students should comprehend a text well, such as determining the main idea, locating references, making inferences, detailed information, and the understanding vocabulary. These aspects are difficulties that the students encounter in comprehending the text.

### **a. Determining Main Idea**

The students may get confused to see the main idea of a passage is and where the main idea is located. The main idea is a statement that tells the author's point about the topic. According to Longan (2002), as cited

(Qurniawan, 2020), finding the main idea is a key to understanding a paragraph or short selection. The main idea is usually located in a sentence, usually the first sentence, but it can be in the middle of the last sentence (Vener, 2002) as cited (Qurniawan, 2020). Therefore, this can make the main idea more difficult to find.

**b. Locating Reference**

Reference is an antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005) as cited (Qurniawan, 2020). In identifying references, the students must understand the pronouns in the sentences, such as those used to show people, places, or situations.

**c. Understanding Vocabulary**

The student expands their knowledge of vocabulary while reading a passage, such as by finding new words meaning in the dictionary and guessing the meaning from the context. Context helps students make a general prediction about the Meaning (Sharpe, 2005) as cited (Qurniawan, 2020). It means that predicting the context will help students understand a passage's meaning without stopping looking up every new word in a dictionary. In fact, one of the problems readers have difficulties understanding the material is their lack of vocabulary.

**d. Making Inference**

In making inferences, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007), as cited (Qurniawan, 2020), stated that readers need to practice combining clues from the text with their background knowledge to make inferences. It means that the text clues will help students build an assumption and draw a conclusion.

**e. Detail Information**

The last type of question usually found in reading tests is a detailed question or information. This question is used to check students' ability to understand the material directly stated in the text.

In the various types of reading aspects above, the reading aspects are useful for helping readers understand the content of descriptive text reading. In this study, the researcher found that the 5 aspects of reading above were used by each student in reading descriptive text, one student used at least 1-2 aspects of reading in understanding the reading.

## **B. Reading Strategies**

### **1. Definition of Reading Strategies**

Strategy is the science of utilizing available resources to achieve predetermined goals. Various strategies can be used to understand a text related to the factors involved in learning, namely the reader of the text and the context itself. According to (Klein, 1993) as cited Faudi (2015). Reading strategy is considered very important in every act of reading that distinguish between bad and good readers is reading strategy. The reading strategy is the reader's attempt to understand the text and build meaning from the reading text. It can be concluded that efficient readers use reading strategies to understand texts and solve certain problems, such as failing to understand words or information while reading. In addition, reading strategies show how readers understand assignments, the meaning of what they read, and what they do when they don't understand.

Reading strategies are grouped into cognitive, metacognitive, social, and affective strategies. From this grouping of strategies, there are various types of strategies that students can use in reading descriptive texts. In using strategic reading on descriptive texts students apply comparative information processing to understand how people think, learn, and remember what they read. When one reads, these aspects of the human information processing system interact incessantly. Readers' expectations of the text play an important role in this process. Readers bring their personal experiences, which greatly influence how they interpret a text. Using the meaning brought by the reader, namely reader-driven according to

(Mikulecky, 2008) as cited Faudi (2015). However, the most effective model is the interactive model.

## **2. The Purpose of Reading Strategies**

Reading strategies will help students understand general information at high speed and remember new lexical items from the text. Besides that, it also helps students to overcome reading difficulties. The purpose of used reading strategies is to ease the readers in constructing the meaning of a text. Readers who are not strategic often encounter difficulties in their reading (Paris, 1991) as cited Suyitno (2017) Therefore, the appliance of reading strategies is quite essential to help the readers knowing the true meaning behind a certain text.

## **3. The Types of Reading Strategies**

Readers can use many reading strategies in their reading activities, and these strategies will help them understand the text. Reading strategies can help readers achieve their reading goals. Reading strategies have been researched. The researcher takes several previous studies to find out how far the area of reading strategy has been studied. According to Brown (2007) as cited by Suyitno (2017) language learning strategies in reading can be grouped into three categories: cognitive strategies, metacognitive strategies, and social-affective strategies. The three categories of strategies have variants in their use in language learning. It depends on the learner's cognitive style and understanding of the strategies he or she uses. In line with these various strategies, this article focuses its discussion on cognitive strategies in reading comprehension.

### **a. Cognitive Strategies**

In the field of education what is important is how to help students learn a series of appropriate strategies that can be used in solving various problems. Cognitive strategy is also an induction thinking process, where students learn to build knowledge based on facts or principles they know. Cognitive strategy is an internal ability that is organized that can help

students in the learning process, thinking process, solving problems, and making decisions.

Gagne (1977) as cited Suyitno (2017) explains that cognitive strategies are internal processes known as control learning processes. Cognitive as an internal process, cognitive strategies function as a way to modify and regulate the learning process. These strategies provide or become a basic structure for learning. With cognitive strategies students try to overcome the difficulties or problems they face. Students always develop in line with their success in learning. This development is the development of ways to increase the regularity of internal processes related to learning.

In this study, cognitive strategies are further divided into several types of reading strategies: They include the following specific strategies: (1) Skimming helps reading a passage quickly to grasp main ideas; (2) Using other clues - using introductions, summaries, conclusions, transitions to get information concerned; (3) Reasoning deductively – predicting/infering, based on what is implied; (4) Summarizing - making a summary/abstract of a longer passage, helping structuralize new inputs; (5) Scanning - reading a passage quickly to get specific information or details; (6) Analyzing expressions – making sense of new expressions by segmental analysis; (7) Elaborating - associating new information with familiar concepts already in memory; (8) Using imagery - helping remember what has been read by relating new information to visual concepts in memory; (9) Guessing the meaning of a new word from context - making guesses about the meaning of new words in context; (10) Highlighting – underlining, highlighting, etc. to focus on important information. (11) Rereading - reading more than once to comprehend better; (12) Taking notes - writing down main ideas, specific ideas/important points, key words, etc. (in symbols, for instance); (13) Translating – switching into first/native language for support; (14)

Resourcing - using target language reference materials such as dictionaries, grammar books, encyclopaedias and glossaries.

#### **b. Metacognitive Strategies**

Metacognitive is the learner's ability to plan, control, evaluate, and reflect on how they learn so that they find effective strategies for independent learning and are able to formulate goals and steps to be taken for further learning. Metacognitive strategies are able to improve student learning outcomes with positive results National Research Council (1999) as cited Rif Anuddin (2021)

Metacognitive strategies are able to train learners to transfer or apply what has been learned in different contexts. With metacognitive strategies, a person becomes able to measure his limitations, what must be done to solve the problems he faces, then develop learning strategies that suit his learning style independently so that his learning outcomes can accelerate and even surpass those that are based only on cognitive strategies.

In this study, Metacognitive strategies are further divided into several types of reading strategies: (15) Thinking about what has been Known about the topic - Linking the present topic with Previous relevant ones; (16) identifying a purpose for reading - determining tasks purposes so as to apply appropriate reading acts; (17) Paying attention - making a decision promptly what to pay attention to, and what to ignore (18 ) self - evaluating - reflecting on what has been done and how it has been done ( in the reading ).

#### **c. Social**

The strategy that can be applied in reading descriptive text is a social strategy. This strategy refers to social interactions between students. The aspects of the social strategy include cooperation, courage, independence, and self-confidence. The procedure for a critical thinking approach starts from how students are able to express it before, during

and after reading, not only being able to express general information in the reading, but how students can analyze it.

In this research, social strategies are further divided into several types of reading strategies make use of assistance from other people (in hand). They are displayed by (19) Cooperating with others - working with one/more peers for better outcomes; (20) Asking for clarification or verification - asking a teacher or others to repeat, to paraphrase, explain or give examples when readers are not clear about what to do with a reading task.

#### **d. Affective Strategies**

Affective strategies are strategies that do not only aim to achieve cognitive education. But it aims to reach other dimensions. Including attitudes and skills in affective relationships with a volume that is difficult to measure because it reaches a person's awareness that grows from within. Aspects of affective ability relate to interests and attitudes which can include responsibility, cooperation, discipline, commitment, self-confidence, honesty, respect for other people's opinions and the ability to control oneself. Affective Strategies are demonstrated in (21) Using progressive relaxation, deep breathing, or meditation for comport/relaxation if needed; (22) Discussing feelings with someone else to discover and express feelings about language reading/reading tasks.

#### **4. The Important of Reading Strategies**

Reading strategies play an important role in how readers understand what they read and what they read when they don't understand. Reading strategies are a very important way to help students in reading activities. Reading strategies can show how actions draw meaning from the reading text. According to Garner (1987), as cited (Hatami, 2017) using reading strategies will help students not only to understand general information at high speed but also to remember new lexical items from the text. Apart from that, it also helps students to overcome reading difficulties.

The benefit of reading strategies for students is that less advanced students are still on the journey to cognitively discover and actually apply these strategies. If the strategies of more capable readers can be described and identified in detail, then reading strategies can train those who are less able to consciously internalize their reading strategies which they can enhance and apply them to the extent necessary for better results. In other words, it is very pedagogical for teachers to wisely and immediately awaken their students to realize and develop useful strategies for success and independence in continuous learning.

### **C. Descriptive Text**

#### **1. The Definition of Descriptive Text**

Descriptive text is a text that provides information about a particular person, place, or thing states, while the descriptive text is a type of text that aims to provide information. The context of this type of text is a description of a particular thing, an animal. Descriptive text is part of the factual genre whose social function is to describe certain people, places or things. Description in writing is the process of creating visual images and sensory impressions through words. Descriptions are part of other writings and are used to tell the audience how something is. Or someone looks to persuade the audience to see things from the author's point of view. Descriptions can recreate a sensible impression by translating into words the taste, sound, taste, smell, and appearance of something.

#### **2. The Purpose of Descriptive Text**

The purpose of this text is to tell the reader what the writer feels. According to Hammond, as cited (Larasati, 2019), the components of descriptive text are:

a. The generic structure of the descriptive text:

1) Identification

It identifies things, people, or something to be described.

## 2) Description

It describes the character of a thing, person, or place.

### b. Language features

#### 1) Using specific nouns

The nouns are something that will be described in the text. For example, my home, teacher, cat, etc.

#### 2) Using simple present tense

#### 3) Using detailed noun phrase

It is used to give detailed information about the subject. For example, it has a large open rowboat.

#### 4) Using many kinds of adjective

It is used to describe, number, and classify an object. For example, two strong hands, a smart girl, etc.

#### 5) Using relating verbs

It is used to give information about the subject. For example, my sister is very beautiful.

#### 6) Using action verbs is used to tell the condition clearly.

For example, my dog licks my foot.

#### 7) Using thinking verbs and feeling verbs They are used to express the writer's personal view of the subject.

For example: I think he is a kind boy.

#### 8) Using figurative language Descriptive used figurative speech such as, simile, metaphor.

For example: the young lady is white as a chalk.

#### 9) Using adverbials

It is used to give additional information. For example: at the big house.

### 3. Simple Present

Simple Present Tense is one of the important tenses for students to master. The wrong perception of Simple Present Tense will affect students' ability to construct or understand Simple Present Tense sentences. The

simple present tense is a tense that shows an action that is happening at the moment. This tense is used to talk about things in general. We don't just think about now but used to say something true in general (Hinkel, 2002) as cited (Fadila Taslim, 2016).

a. Use words, phrases, or sentences usually and correctly in the simple present. Here are the rules for using the simple present tense: Auxiliary verb + main verb Do/Does Base

There are three important exceptions:

- 1) For positive sentences, we usually don't use auxiliary.
- 2) For the 3rd person singular (he, she, it), we add -s or -es to the main verb and -es to the auxiliary in the negative and in the question.
- 3) For the verb to be, we do not use auxiliary, even for questions and negatives.

b. Simple Present Tense has three important That is:

- 1) Simple Present Tense often shows a situation that exists now, which refers to a fact that is generally true. Example: The sun rises in the east.
- 2) Simple Present Tense can also refer to circumstances that can change  
For example: Where does your uncle work? Sorry, I do not know.

#### 4. Example of Descriptive Text

The characteristics of the descriptive text itself include:

- a. Verb used is verb attribute, such as be (am, is, are).
- b. The tense used is easy tense.
- c. Only focus on one object only.

<b>Example Descriptive Text about Pets</b>
<p>One thing that I wanted for a long time ago. On my seventeen birthday, my dad gave me a kitten. I named her Kelly. My dad adopted her from a shelter. Once she received my house, she was fragile and little as a bottle. But now, she has full-grown to be a lovely white cat. She chows and exercises well. Her fur grows thick and soft. Kelly may be a charming cat, and we'll continuously watch out for her.</p>

#### **D. Previous of Related Study**

Several studies have been conducted related to knowing students' reading ability in reading strategies:

1. Kazemi et al. (2013) reviewing empirical studies related to strategic reading instruction in EFL contexts concluded that more research in the field was needed. Unlike the previous ones, the present study was conducted in a new setting with new participants from Vietnam, where EFL learning/teaching is still on its way to development and refinement. It hopefully added more evidence and insight to the relevant research literature as well as instructional orientations in the concerned area of inquiry.
2. Mónos (2004) as cited Dong Minh Hung (2015) did a study to provide a picture of the meta-cognitive awareness of reading strategies used by 86 Hungarian university students majoring in English, with a view to offering suggestions for developing reading skills improvement programs. The results revealed students' fairly high awareness of all strategies in the survey, with a preference for problem-solving strategies, followed by global and support strategies. Zhang and Wu (2009) accessed meta-cognitive awareness and the frequency of reading strategies use of Chinese senior high school students. The results showed that high-proficiency group differed from the intermediate and low proficiency groups in terms of the frequency of employing these strategies.
3. Mehdi Hatami (2017) conducted his research on "Reading Strategies Used by EFL Students: The Case of Iranian Advanced English Learners" The study was conducted at 19 English language institutes in Tonekabon, Chaloos and Nowshahr. The participants were 110 Iranian advanced English learners. The researcher concludes that identifying the types of strategies for each stage of reading can be another study objective. The reading strategies mentioned above can be applied in educational contexts and other extensive or intensive reading activities. There should be a desire to design reading activities in such a way as to enable students to take one of these strategies that can make their language learning atmosphere more meaningful.

In this research, researchers used references from 3 studies that had been conducted previously. Researcher took references from Kazemi et al. (2013) Mónos (2004) as quoted by Dong Minh Hung (2015), and Mehdi Hatami (2017). They researched reading strategies to provide an overview of readers' awareness that reading strategies play a very important role in reading, because in reading there are reading strategies, namely cognitive, meta-cognitive, social and affective. The 4 categories of reading strategies have been looked at. The results show quite high student awareness of all strategies in the survey, with a preference for problem-solving strategies, followed by global strategies and support that has been carried out by research by the experts above. Zhang and Wu (2009) accessed the meta-cognitive awareness and frequency of reading strategy use of Chinese high school students. The results showed that the high ability group differed from the middle and low ability groups in terms of the frequency of use of these strategies.