

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Definition Reading

Reading is the one of the four language skills (listening, speaking, reading, writing) it is important to be learned and mastered by every individual. By reading person can relax, interact with feeling and thought, obtain information and improve the science knowledge.

According to Lems that:

“Reading in an interactive process that takes place between the text and reader’s processing strategies and background knowledge. To read, we need to master a set of word-level skills, which we will call bottom-up skill. These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading model as language processing strategies and language knowledge.”¹

Reading is important activity in English. It is important to be learned by individual. And reading texts also provide good models for english learning. At different times, The Students can encourage students to focus on vocabulary, grammar, punctuation. Explaining about the definition of reading, Harmer says that “reading is useful for

¹ Kristin Lems Leah D. Miller Tenea M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guildford press, 2010)., p. 33

language acquisition”.² Proveded that student less understand what they read, the more they, the better they get at it. Reading also has a positive effect on student’s vocabulary knowledge, on their spelling and on their writing.³

It means that in reading we are not only read, but we also need a creative activity to make the text is easy to understand. Urquhart and weir state as quoted in William Grabe’s book, “reading is the process of receiving and interpreting information encoded in language from via the medium of print.”⁴

Moreover McNamara states that “reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story”.⁵

From the experts definition above, it show that reading is an important activity for all people, especially for students, because it is would be a fundamental of education. From reading we can get information, knowledge and also as the way to understand another opinion that delivered by the writer of the text.

² Jeremy Harmer, *How to Teach English*, (Logman: Pearson Education Limited, 2010). p. 3

³ Harmer, *How to Teach English*, p. 4

⁴ William Grabe, *Reading in Second Language*, (New York: Cambridge University Press, 2009)., p. 14

⁵ Danielle S. McNamara, *Reading Comprehension Strategies*, (New Jersey: Lawrence Erlbaum Associates, 2007), p. 3

B. The Type of Reading

There are several type that known in common method of learning.

1. Intensive Reading

Intensive reading related to futher progress in language under the teacher guidance this reading is done to carry out to get spesific information and students read book to aquire knowladge.⁶ Use intensive reading the students will understand of the passage and everything when they are reading. Reading passage can be used for consolidating structure and vocabulary as a springboard for other classroom activities, to increase the students' passive vocabulary and for pleasure.

2. Extensive Reading

Material fo extensive reading will be selected at lower level of difficulty than that for intensive reading. Extensive for pleasure student want to know about something student to do not care about spesific or important information about reading.

According to marry lee field “extensive reading is the most efficient way to help student change old habits and become confident second language readers. “Besides stephen

⁶ B.P Panda, *Reciprocal Technique*, (New Delhi: APH Publishing Corporation, 1999), p. 100

krashen pointed out our vocabulary and our ability to handle complex grammatical construction.⁷ Use extensive reading skills to improve your general knowledge of business procedures.

3. Aloud Reading

The third type is, according to venktes, only chose text should be read aloud, which have been written to read aloud like poetry, dialouge, and other type⁸ Reading aloud also play important role in teaching of English and aloud reading is a part of reading skill which related with students experientce in mastering their oral language.

4. Silent Reading

And this the fourth type of reading is done by Students in the class. They are supposed to read the passage silently the main purpose of this reading is how the students can obtain the inforation from the printed page efficiently, repdlyand with full understaning.

⁷ Panda, *Reciprocal Technique*. p. 3

⁸ M, Jean Praveen, *English Language Teaching*, (Methods, Tools, Technique), jaipure: Sunrise Publisher & Distributor, 2008, p. 177

According to Ag. Bambang Setiyadi's book silent reading can begin with reading aloud teacher. The teacher's reading is model in accuracy and expressiveness. It is the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the Teacher and silent reading by the learners⁹ To check whether the learners understand what they have read, the teacher can test them by giving questions based on the text.

C. Purposes of Reading

The main purpose of reading is to get message that provided for reader by writer. Rivers and Temperly in David Nunan's book suggest that there are seven main purpose for reading:

- a. To obtain information for some purpose or because we are curious about some topic;
- b. To obtain instructions on how to perform some task for our work or daily life;
- c. To act in a play;

⁹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 67

- d. To keep in touch with friends by correspondence or to understand business letters;
- e. To know when or where something will take place or what is available;
- f. To know what is happening or has happened;

For enjoyment or excitement¹⁰

According Grabe the purposes of reading are:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from text
- d. Reading to integrate information
- e. Reading to writing (or search for information needed for writing)
- f. Reading to critique text
- g. Reading to general comprehension.¹¹

There are many purpose of reading. The readers can get their purpose depend on the readers' need. When the readers fill their need in reading, in other hand they attained their purpose. In this research, the

¹⁰ David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle Publisher, 1999), p. 251

¹¹ Grabe, *Reading in Second Language*, p. 8

writer used reading to search for simple information, reading to integrate information and reading to general comprehension.

It is according to the purpose of the research is to improve students' reading comprehension to know the improvement of students' reading comprehension, the writer held some test by using reading text and the student answered some questions based on the text that they have read. So, the students' reading comprehension can be measured.

D. Definition of Comprehension

Comprehension is the process of making sense of word, sentences and connected text understanding. Danielle S. McNamara defines "comprehension as the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture on the reader's mind of what text is about"¹² Comprehension is the understanding of the text deeply.

According to Mikulecky that, "Comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other

¹² McNamara, *Reading Comprehension Strategies*, p. 28

words, comprehending means thinking while you read.¹³ Another definition, mention that, “Comprehension is a kind of up-market of understanding in discussions that are (or are intended to appear) technical and scientific. The word comprehension was rarely used in the research literature on reading before the 1950s, when systems analysts and behavioral engineers were first recruited to design reading programs.”¹⁴

Based on the theories above, it means that comprehension may be regarded as relating aspects of the world is around us including what we read to the knowledge, interaction, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

E. Definition of Reading Comprehension

Reading comprehension is likely to occur when student are :

Reading what they want to read, or at least what they see to read.

According to Francoise Grellet that: “Reading comprehension as

¹³ Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power*, (New York: Longman, 2007), p. 74

¹⁴ Frank Smith, *Understanding Reading*, (New Jersey: Lawrence Erlbaum Associates, 2004), p. 12

understanding a written text means extracting the required information from it as efficiently as possible.¹⁵

One of several experts said that, “Reading comprehension is not a static competency; it varies according to the purpose for reading and text that involved when the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader¹⁶ And another definition is from Lems Leah said that, reading comprehension requires the use of strategies before during and after reading. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.¹⁷

Reading comprehension is process get a something from that our read in the texts, like newspaper, magazine, article etc. And this is a component in reading process. Reading comprehension is very important to reader successful, especially students in reading of learning. According to Transkersley that:

“Reading comprehension depends on three factors. The first factor is the reader has command of the linguistic structures of the text. The

¹⁵ Francoise Grellet, *Developing Reading Skill, a Practical Guide to Reading Comprehension On Exercises*, (New York: Cambridge University Press, 1986), p.7

¹⁶ Kristin Lems Leah D. Miller Tenea M. Soro, *Teaching Reading to English Language Learners*, p. 172

¹⁷ Kristin lems leah D, 2010, p.172

second factor is the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented¹⁸

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities¹⁹ If we are expert in comprehension, we will expert in reading comprehension. Beside we also will expert in writing and speaking.

The writer assumed that Reading comprehension is important to be mastered for each of students at SMP N 8 Kota Serang, because it will improve their other English skill, such as speaking and writing, this is usefull for them, due to make them easy to making communication in English either in oral or written. The writer concludes that The student must has three criterions like the theories above, students has command of the linguistic structures of the texts, the reader is able to monitor and reflect on his level of understanding, the reader has adequate

¹⁸ Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: Automotive Skill Development Council, 2003), p. 90

¹⁹ Gordon Wainwright, *How to Read Faster and Recall Learn the Art of Speed More Reading with Maximum Recall*, (Begbroke: Oxford, 2007), p. 35

background in the content and vocabulary, while students is success in reading process.

F. Strategies of Reading Comprehension

In the reading skill that working with texts by means there are pre reading instruction, during reading instruction, and post reading instruction. According to Judi, “Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they counter in texts.”²⁰ Similar with Judi’s quotes Kristin said that, reading comprehension requires the use of strategies before, during and after reading²¹. In the same manner as previous definition General stated that: these strategies can be categorized as: before you begin reading, as you begin reading, during reading and after reading.²² Based on those definitions above that reading comprehension the problems of the readers and it can be used on pre reading while reading and post reading.

²⁰ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Assosiation 2005), p. 10

²¹ Kristine Lems, *Teaching Reading to English Language Learners*, p. 72

²² Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 19

a. Before Reading

Readers are more motivated, and comprehend more, when they are reading for a purpose that makes sense to them. The following are important begin reading strategies:

- a. Prior knowledge about the purpose of the reading
- b. Prior knowledge about the topic
- c. Prior knowledge about type of text.

b. During Reading

The most important during-reading strategy is the predict-monitor-re predict cycle. In certain situations, readers will use a fix it strategy, but often the “fix” occurs in the process of predicting-monitoring-re predicting. Similarly, some narrative texts will require students to use descriptive language to infer an image, but it too is often embedded in the process of predicting-monitoring-re predicting. As noted earlier, comprehension involves use of relatively few strategies in various combinations.

In conclusion, the most important thing in during reading phase is to describe the prediction result on preview phase on order to be an inferring. Usually the reader to describe the prediction based on their experiences and their background knowledge to construct meaning.

a. After Reading/ Post Reading

The following are important after-reading strategies: Deciding on the text's important message or main idea and determining theme. Then, summarizing and synthesizing. According to Tankersley said that: "After reading a text, we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge."²³ In conclusion, the post reading activity aimed to get detail information such as moral value, main idea, and the students can get their understanding about the text. It means that through the process of before, during and after reading activity, it can help the students in understanding the text and the student are expected to be actively involved reading.

G. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is an activity to describe something in detail interestingly. It is a verbal pictures of a person, place, and object. When the people describe something or someone through

²³Tankersley, *The Thread of Reading Strategy for Literacy Development* p. 110

essay writing, he or she tries to perform as real as possible that can attract the reader's sense.²⁴

Descriptive is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with others kinds of perception.²⁵ According to Ann Hogue, descriptions are “word pictures” you tell how something looks, feels, smells, tastes, and sounds.

Based on the definition above the writer concludes that descriptive text is basically text that describes something in detail, it can be people, place, or other things. When the writers want to describe something, they have to use words that help their readers see, hear, smell, taste and feel what the writers are describing. Description presents sensory information that makes reading come alive. It expresses an experience that the reader can actively participate in by using imagination. It can be concluded that descriptive reading provides an illustration of people, places, events, situations, thoughts, and feelings.

²⁴ Donald Pharr, *Writing Today: Context and Opinion for Read World*, (New York: McGraw Hill Companies, 2005), p. 20.

²⁵ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 352-

b. The Criteria for Good Description

The key to writing a good description is to use detail that help the reader imagine the person, the students are describing. So when the students describe what a person looks like, the students should write about physical characteristics such as height, weight, and hair color. There are two keys to writing a good description:

- 1) To use space order, the students might describe something from top to bottom or from left to right.
- 2) To use specific detail, when students describe something, they paint a picture with words. The goal is to use make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.

c. **The Characteristics of Descriptive Text**

The characteristics of descriptive text such as :

- 1) Using the figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting.
- 2) Using vivid picture is to make the description clear and realistic.

Using variety of words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expression and feeling.

- 1) Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
- 2) Using the simple present tense.
- 3) Using adjective to describe the feature of the subject.

d. The Generic Structure of Descriptive Text

Descriptive text has structure as below:²⁶

- 1) Identification: Identifies phenomenon to be describe.

It is a statement or a short paragraph that identifies the object (people, place or something) that is going to be described, and also it is usually interesting and able to provoke the readers to be eager to read the text.

- 2) Description: Describing the phenomenon in parts, specific participant, qualities, or characteristics.

It may consist of one of several paragraph. This part is used to give sufficient description about the object as mentioned in the identification part and the description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

²⁶ Soeprapto and Mariana Darwis, *Link to The World*, (Jakarta: Yudhistira), p. 68.

e. The Example of Descriptive Text

Monas National Monument

The national monument (Indonesian: monument national, popularly abbreviated as monas) is a 132 m (433ft) tower in the center of merdeka square, simbolizing the fight for indonesia. It was built to memorialize the strunggle for indonesiaan independence. The monument consist of a 117.7m ombelisk on a 45m square platfrom and at a height of 17 m. Towering monument represents the philoshopy of Lingga and Yoni. Resembles Lingga, or pastle and Yoni resembles mortar, two important things in the tradition of indonesian agriculture.²⁷

Analysis the text:

1. Generic Structure Analysis:

Identification: identifying the phenomenon to be describe in general; Monas National Monument

Description; describing Monas National Monument in condition and characteristics

²⁷<http://www.bahasainggrisoke.com/7-contoh-descriptive-text-tentang-place-dan-artinya>.

2. Language Feature Analysis:

Using adjective, adverb and classifies; remembers,
popular

Using simple present tense; it was built etc.

H. Sketch to Stretch Strategy

a. Definition sketch to stretch strategy

The sketch to stretch strategy is an effective method that help students monitor their comprehension, stretch then their listening skills, and improve their ability to visualize or image what they are reading. In effect, students read a chunk or section of text, visualize the picture of what it says in their minds, and then create an image to represent those ideas.²⁸

Sketch to stretch is an effective learning activity in which students use visual representation in expanding their analysis of what they have read. Students read and discuss (or complete journal entries) about what they have read and then drawing picture to reflect what the text meant to them or to depict the theme of the story/chapter. They may

²⁸ Roberta L. Sejnost, *Tool for teaching in the block* (Chicago: SAGE Publication, 2009) p.134.

share their drawings and explanations which the whole class or in small grup.²⁹

Sketch to stretch is a good strategy to encourage student to use their viewing and visual representation. Skill as they create a visual that must include clear information for others to view competently. Using this strategy in all context areas not just language arts, can be benetifical to student.³⁰

To understanding the variation on the sketch to stretch is a strategy that is inteded to asist student to go beyond the literal understanding of their reading experient.³¹ The purpose of study will be to determine whather a varition of the reading strategy, sketch to stretch, is an effective tool in assisting hight school student on the 9 grade. Texas assesment of knowladge and skill (TAKS) tandardized tests multipel-choice reading test.³²

Based on definition the writer conclude sketch to stretch is a strategy is a strategy that help student in develop their thinking and

²⁹ Kathryn Henn-Reinke, Geralyn A. Chesner, *Developing Voice Through the Language Arts*(New York: SAGE Publications, 2006), p.203

³⁰ Geralyn A. Chesner, *Developing Voice Through the Language Arts*. P.204

³¹ Odessa lee wood, *An Evaluation of the Effectiveness of the Reading Strategy Sketch-to-Stretch on the 9th Grade Reading Texas Assessment of Knowledge & Skills Test*,(New York: proQuest. 2008) p. 2

³² Lee wood, *An Evaluation of the Effectiveness of the Reading Strategy Sketch-to-Stretch on the 9th Grade Reading Texas Assessment of Knowledge & Skills Test* p. 1

their creativities in visual response. So, sketch to stretch is a strategy which will help student quick time to make draw that discribe the event and the main ideas.

b. Steps in the Process of sketch to stretch strategy

Step in the process of sketch to stretch strategy such as:

1. Activate background knowledge of the students.
2. Tell students that the purpose for reading the material will be to understand and visualize the text related to important information, events, or scenes from the reading.
3. Ask students to read the text.
4. After students' finish reading the text, instruct them to draw or make a quick sketch of the information. Drawings can include a scene, the main idea, or other pertinent information.
5. When students have completed their sketches, give them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole- class or small-group discussion.

6. After students' have provided interpretations, ask the illustrator to explain the drawing to the whole class.³³

c. Benefits of sketch to stretch strategy

Sketch to Stretch strategy help the student better understand the story elements and their connection , it puts emphasis on student's ideas and feeling, not on their artistic abilities. It means that, the students have freedom to develop their imagination to think what about story that they have read. Advantages of sketch to stretch strategy such as:

1. Easily implemented
2. Requires only moderate advance preparation from the teacher
3. Good activity for substitute teachers
4. Supports mental imaging of content
5. Provides a framework for discussion of text
6. Can easily be implemented with nonfiction text
7. Works with individual or with small groups of students.³⁴

³³ Judy Tilton Brunner, *I Don't Get It Helping Student Understand What They Read*, (New York: R&L Education 2011) p.86

³⁴ Brunner, *I Don't Get It Helping Student Understand What They Read*.p 87