CHAPTER II
LITERATURE REVIEW

A. Reading

1. The Definition of Reading

Reading is a process carried out and used by a reader to acquire message that is convey by a writer through words or symbols and meaning of the words could be soon known by a reader, so the reading can be carried out well (Tarigan, 2011: 7). From the definition above, it can be concluded that reading is a process of conveying and acquiring a message graphically from writers to readers that involves the ability of reader in getting meaning from the message which is convey by the writer through the word or symbol to be understood and interpreted. Reading is more complex, reading can’t occur unless the pupil can identify and recognize the printed symbol and generally the students must give the visual configuration on aspect of reading process (Dechartment in Farnoush, 2017: 309).

From reading, the students can get information and knowledge about science, technology and other advantages of the world dealing with subject matter being learned. Moreover, Walters in Mart (2014: 92) defines reading as what the reader does to get the meaning they needs from contextual resources. Based on the importance of reading described by the expects, it can be concluded that reading is a fruitful skill to master by the students.

2. The Importance of Reading

Reading needs to be mastered by students in learning English. Ramelan in Triyani (2016: 9) states that reading is a very important for life. Through reading, people can explore the world, countries that have never been visited before. For the
students who study English, reading is the one of important skills, because students will explore many information and knowledge from reading activity. Besides, it can enrich the students’ vocabularies.

Meanwhile Ladoo (2013: 1-2) states that there are four importance of reading those are as follows:

a. Reading can make the students smarter

Reading forces the brain cells of students to think about the content of reading or other cases that are found in reading. Finally, reading can trained the brain cells to always process the information.

b. Reading is knowledgeable

The valuable pieces of knowledge can be got easily by reading in some different literatures or others resource of reading.

c. Reading can improve vocabulary and language skill

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and language skill can be developed by learning and reading different literary style.

d. Reading boost creativity

Reading saves much knowledge that can make creativity. The creativity that is gained reading can be used in whatever area of life.

Based on the four beneficial points of reading, it can be concluded that reading is very important skills in daily life because the students will get more information and knowledge from reading. In addition, reading can make the
students smarter and knowledgeable, improve vocabulary and language skills, and also boost creativity.

3. **The Purpose of Reading**

There are some purpose of reading such as to get information, knowledge and pleasure from books, newspaper, novel and etc. The students have to be able to understand the idea, the content, and the meaning of the text. According to Anderson in Tarigan (2011: 9), there are seven purpose of reading, namely:

a. **Reading for details or fact**

The students read to know the inventions done by the character or solve the problems made by the character in the story.

b. **Reading for main ideas**

The students read a text to know why the topic is good, what is the problem in the text, and make a summary of the text.

c. **Reading for sequence or organization**

The students read a text to know what happens in each part of the story. Each part is written to solve the problem in the story. It is the same as the students want to know the sequence of every event in the story.

d. **Reading for inference**

The students read the whole text to find out the ideas of the text. In other words, the students read to get conclusion from the ideas or action in the text.

e. **Reading to classify**

The students read a text to classify some informations or actions of the character in the text.
f. Reading to evaluate

The students read to evaluate the actions of the character in the story.

g. Reading to compare or contrast

The students read to compare the plot of the story whether it has similarity with themselves or even contrast.

In addition, Tampubolon (2015: 210) states that there are three major aims of reading. First, getting information which is needed to solve the problems of the study and giving more knowledge about education. Second, reading to get and comprehend the information related to career. Third, reading to get pleasure, it means that reading to fill spare time or just for fun. The aims of reading is to get whole information provided in the text, knowledge, pleasure, and etc.

4. The Types of Reading

According to Brown (2017: 312), there are two major types of classroom reading performance. Those are:

a. Oral Reading

Oral reading is one of the major types of classroom reading performance which can serve as evaluative check on bottom-up processing skills, double as a pronunciation check and serve to add some extra student participation if the teacher wants to highlight certain short segment of a reading passage.

b. Silent Reading

Silent reading is subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which the students focus on the linguistics or semantic details of a passage. Intensive reading calls the students’ attention to grammatical forms, discourse markers, and other surface
details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like. Extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, essays, etc). Extensive reading can sometimes help students get away from their tendency to over analyze or look up words they do not know and read for understanding. The reading activities of extensive reading are scanning, skimming and reading for global understanding.

In this research, the researcher focused on silent reading especially intensive reading. The researcher will try to help the students understand the meaning of text especially by using note taking.

5. The Components of Reading Comprehension

The most important thing in reading is comprehension. To be successful in comprehending certain text, the students need to master some components of reading comprehension. Leu and Kinzer (2017: 31-38) state six components of reading comprehension, those are:

a. Decoding Knowledge

Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining meaning the oral equivalent of a word helps a reader identify meaning. This is more important for beginning readers who know the meaning of many words in spoken but are relatively unfamiliar in printed word.

b. Vocabulary Knowledge

Vocabulary knowledge refers to the knowledge about word meanings used to determine the appropriate meaning for a word in a particular context.
Vocabulary knowledge is important at all grade levels, but is particularly important aspects of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic Knowledge

Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structure of organization on different types of writing.

e. Readiness Aspect

Readiness refers to two different concepts. Reading readiness is the ability of students to get benefit from initial reading instruction. Recently, reading readiness refers to the students’ ability to read and understand a particular selection are find out some specific piece of information, evaluate a character’s action and learn about something new.

f. Affective Aspect

Affective aspect of comprehension include reader’s attitude and interest in reading. These increase motivation and facilitate reading comprehension it will make readers read instruction as interesting and enjoyable as possible.

From the explanation components of reading comprehension, it can be considered that influenced someone in comprehending the text. The readers would comprehend the text perfectly if the components of reading are understood well.
6. The Reading Assessment

Reading has micro and macro skills that someone has to acquire. In reading, the students does many skills in order to make his reading effective. Brown (2009: 187-188) writes micro and macro skills for reading. They are presented below:

a. Microskills

1) Discriminate among the distinctive graphemes and orthographic patterns of English.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and their significances.

5) Recognize grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognize cohesive devices in written discourse and their role in signing the relationship between and among clauses.

b. Macroskills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connections between events, deduces causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplifications.

5) Distinguish between literal and implied meanings.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpreting of texts.

Those micro and macro skills proposed by Brown are useful and helpful for students when they are reading certain texts. If our students can implement the micro and macro skills in reading, their reading will be effective. Therefore, based on those macroskills and microskills that have been determined, the reading techniques and the reading activities should include those reading macroskills and microskills. It aims at helping students comprehend the texts effectively and making them easier to deal with various kinds of texts.

B. Supporting Research Finding

As the consideration to conduct this research, it is needed to know previous relevant studies conducted by other researchers. In fact, there is no new research. The one is renewal finding. The first previous study entitled “A Descriptive Study On the Students Competence in Aspect Reading (A Descriptive Study Of The
Seventh Grade Students Of Mts Negeri Kawunganten, Cilacap In Academic Year 2010/2011)” by Ulul Albab in 2013. The aims of the research were to know the students’ competence and kinds of mistakes made by the students. The researcher used multiple choices, true false, English translation and jumbled word tests as the instruments. Based on the data, the classical score belongs to category good since the percentage reaching to 73%. Moreover, kinds of mistakes found by the research were ignorance restricted (26.66%), over generalization (53.33%) and false concept hypothesized (20%).

Then, the second previous study entitled “An Analysis in Reading Comprehension; A Case Study at Junior High School” by Masruddin in 2016. This research aims at finding out the types of text reading made by students.

From the previous studies above, the research conclude that the aspects of reading which students have. Therefore, the researcher wanted to know the Tenth Grade students at SMA Negeri 1 Sokaraja.

C. Basic Assumption

Reading is one of four skills for students to increase their ability and knowledge. In reading, the students have to be able to comprehend what they have read. Reading is not only about how to pronounce and to know the meaning of words, but also how the readers comprehend the ideas of the writer.