

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the literature review of the study. It consist of the purpose for reading, reading comprehension, reading levels, factor influencing reading comprehension. Previous studies for references, and Conceptual framework for building of the research

The Purpose for Reading

In time we read, we read for a variety purpose. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper story), and sometimes we read to locate specific information (i.e., scanning for a name, date, or term). Commonly we read text to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take a critical position with respect to that information (i.e., reading to integrate and evaluate information). In academic setting, almost every major purpose for reading comes into play. Thus, an English for Academic Purposes (EAP) reading curriculum most must account for how students learn to read for multiple purposes, including at least the reading (Celce-Murcia, 2001:187).

According to Grabe and Stoller (2002:13), the purposes of reading are:

Reading to search for simple information and reading to skim. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search, typically we scan the text for a specific piece of information or a specific word. Reading skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed.

Reading to learn from texts. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out a reading rate somewhat than general reading comprehension.

Reading to integrate information, writes, and critique texts. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

Reading for general comprehension. The notion of general reading comprehension has been intentionally saved for last in this discussion for two

reasons. First, it is the most basic purposes for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

There are so many purposes in reading texts. Each person has his or her own purpose in reading texts. In this case, the writer is willing to help the students to reach their purpose in reading texts, especially the narrative one. Moreover, the research can be used by the English teacher to reach the purpose of teaching reading texts.

Reading Comprehension

The reading skills associated with the people's prosperities (Kumar, & Rani, 2016). According to Iftanti, (2015), The better the reading skills the communities possess, the better the economic lives they have. The better reading abilities also enable people becoming successful in their academic pursuit. Understanding the representation is comprehension. Successful reading requires competency in both decoding and comprehension. Because comprehension is a kind of mental activity, it is rather difficult to observe. In order to give the description of what comprehension is, the writer showed some definitions of comprehensions. Below are some statements about comprehension:

English reading comprehension level constitutes the higher level of reading skills. Students should be able to use their cognitive skill to comprehend the intertwined conditions between written and spoken communication in which factually these types of communication are different

in nature from one to another (Oakhill, Cain, & Elbro, 2015:12). Comprehension proses is the result from three levels in representation of the text`s meaning (Griffiths, Sohlberg, and Biancarosa, 2011:89). Reading comprehension is a complex process that involves many different variables and factors (McKee, 2012). “We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002:55). The writer implies that reading comprehension relates to the understanding and thinking process to get the meaning from reading materials.

Reading Competence Levels

Reading competency is the level of understanding a subject has achieved in regards to written text. Reading comprehension works together with writing comprehension as the two subjects work simultaneously with one another. Proficient reading competency includes the ability to quickly recognize and analyze words and understand the cognitive concepts behind the words. Vocabulary plays a significant part in reading competency as it allow for an expansion of terms in one's dialect and it assists with word and sound association. (<https://www.theclassroom.com/reading-writing-competencies-17564.html>, 2nd februari 2019)

The taxonomy defines as either a classification or order. Here, Bloom’s Taxonomy classifies the stages/levels of human’s learning/thinking capability and suggests that learning involves active developments. However, after a half of century being basis of instructional

design, in 2001, Bloom's Taxonomy was revised by Anderson and Kathworl (Gunawan & Palupi, 2012). In the revision, Bloom's Taxonomy of cognitive domains are *remembering, understanding, applying, analyzing, evaluating, and creating.*

Surjosuseno and Watts (1999:102) investigated critical reading levels based on Bloom's Taxonomy. The result, then, shows the application of Bloom's Taxonomy in a reading class. Bloom's Taxonomy provides a structured presentation of human cognition from low-level thought processes like simple recall to higher-order thinking skills like synthesis and evaluation:

Knowledge/remembering. In this stage, readers are expected to store a new knowledge from the text in their memories. After that, they have to be able to recall (remember) the content of reading. This is the most basic stage from the taxonomy.

Comprehension/understanding. This phase requires readers to translate (if they are non-native speakers). Also, readers need to interpret, in order to configure the passage that is fitting with its context. Furthermore, readers need to make an extrapolation or judgment towards the meaning of the reading. Simply, this stage requires readers to predict the meaning towards the reading.

Application/applying. Applying means using the background knowledge/understanding into a situation. In reading comprehension, a reader needs to contextualize a reading text with their existing

comprehension. After all, applying is the next phase after understanding a knowledge in the Bloom's Taxonomy.

Analysis/analyzing. Analysis means to break apart a reading passage into several fundamental parts, for instance, the main idea, supporting details, type of paragraph, etc. Therefore, analyzing a text can be defined as understanding the paragraph organizational structure.

Evaluation/evaluating. Evaluation deals not only with judging and valuing materials in the passage but also with the solution to the problem shown in the text / passages. Evaluating also includes checking and critiquing a text. Gunawan & Palupi, (2012).

Synthesis/creating. Terminologically, synthesis means manufacturing in which consists of the process of recalling and comparing old ideas to be a new concept. In reading comprehension, synthesis can include problem solving activities toward the text. Here, readers are required to be creative. However, after the revision of Bloom's Taxonomy, according to Gunawan and Palupi (2012), synthesis becomes *creating* which requires learners to construct new ideas or create their own perspective writing.

Factors Influencing Reading Comprehension

Reading is one of the basic communicative skills, but it is a very complex process. In the process of reading, there are some factors, which influence reading comprehension. According to Nathan, Laurent, Sarah, Lee, Adam, and Nathasa, (2016) said that “Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding”. The following are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

Background experience. The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author’s message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader’s previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background knowledge efficiently.

Language abilities. Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in

using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

Thinking abilities. Thinking abilities refer to the students ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

Reading purposes. The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

Affection. Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students reading comprehension.

The researcher assumes that motivation is one of the important factors towards reading comprehension, because students learn to read and to read better by reading. Their reading will tend to be effective when they have a motivation to learn first.

Previous Research

Based on the research of this skripsi, it conducts previous reserach on the students' competence are:

Mujiburrohman, (2013) studied *A Study on The Students' Reading Competence in Using Recount Text (At the Ninth Grade Students of SMP Bustanul Ulum Bantarkawung Brebes in the Academic Year 2012/2013)*. The objective of this study describe the students' reading competence in using Recount Text. After conducting the research, it revealed that the mean of the students' reading competence in using Recount Text tense was 78. It means that the average of the students could answer 61-80%% of the test items correctly. It indicated that the students' reading competence in using Recount Text belonged to "good" category. And then the factor which caused the error in using simple past tense Recount Text was the fact that they were still confused and couldn't memorize the Grammatical Structure. They tended to ignore the Grammatical Structure, and also less in understanding the Recount Text paragraph. It made them difficult in answering the question. As a result, they made false concept hypothesized errors. These kinds of error belonged to intra lingual error.

Yulianto (2016) Studied "*The Students' Reading Comprehension Difficulties and Strategies at English Education Department of Universitas Muhammadiyah Yogyakarta*" Related to the difficulties the students faced in reading, the result showed that the mean average of the category of phonological processing was 2.80 followed by complex sentences 2.75, meaning of word / vocabulary 2.61, lack of concentration during reading 2.51, language processing 2.41, inability to connect ideas in a passage 2.36, and meaning of sentences 2.11. This means the students only 'sometimes'

faced these category of difficulties. From seven categories, the highest difficulty the students of EED of UMY batch 2014 faced when reading was related to phonological processing, while the lowest difficulty was related to meaning of sentences. In addition, the result related to the strategies used by the students showed that the mean average of the category of predicting was 3.06 followed by monitoring / clarifying / and fix up 3.04, visualizing 2.91, summarizing / retelling 2.88, drawing inferences 2.67, and questioning 2.47. This means the students only 'sometimes' used these strategies. From the six categories of strategies, the most strategy used by the students was predicting and the least strategy used by the students was questioning.

Wuryani (2016) Studied "*The effects of reading techniques to develop reading ability in SMP Muhammadiyah Kasihan*" This study aim is to find the effect of skimming and scanning to develop reading ability of students. The result of *t*value for the experimental group was -1.145. Whereas *t*-table for df was 31 with (2-tailed) test is 1.697. It means that *t*-value is lower than *t*-table ($-1.145 < 1.697$). On the other hand, the result of *t*value for control group was 5.309. Whereas *t*-table for df was 31 with (2-tailed) test is 1.697. It means that *t*-value is higher than *t*-table ($4,994 > 2,042$). The result of this research showed if the hypothesis alternative in this research is rejected and the alternative null is accepted. It was happening because the time that the researcher did for the treatment was too short. If the treatment was more than four times the results can be a high correlation.

Conceptual Framework

Based on the theoretical studies above, it conducts theoretical framework on the students' competence to comprehend about the story. According to Daeng , et, all. (2011:3) state that "Reading is the key activities to get information". It means that when started to read will get many kinds of information and knowledge. Based on explanation above, the writer concludes that reading is a process to convey the message or information.

