#### CHAPTER II

**REVIEW OF RELATED LITERATURE**

#### Theoretical Framework

In this chapter, the researcher would like to describe some theories related to the study. The theories focus on the definition of reading, definition of reading comprehension, the descriptive text, and the reciprocal technique.

#### The Definition of Reading

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastery, because the reading cannot be separated in the process of teaching and learning. According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is regarded as one of English skills that need reader’s interpretation from text. In this sense, Nuttal (2005: 3) viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader. It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text.

Reading is a receptive skill. Harmer (2001: 210) stated that receptive skills are the way in which people extract meaning from the discourse they see or hear. Moreover, Elizabeth (2012: 278) claimed reading is a process of looking at a written or printed symbol and translating it into an appropriated sound. Reading is a complex activity consist of making out the meaning of written language. Reading can be seen as an “interactive” process between a reader and a text which

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leads to automatically or (reading fluency). So, reading is not an activity to read only. It can be regarded as a complex process to identify or predict a text or information in order to get the general understanding.

From the definitions above, the researcher comes to the summary that reading is process to understand the messages available in the text. In other words, reading is a process of getting meaning intended by the author from printed or written information.

#### The Purpose of Reading

The purpose of reading a according to Grabe and Stoller (2002: 13-14), it has been classified into four purposes, they are:

* + - 1. *Reading to search for simple information and reading to skim*

It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

* + - 1. *Reading to learn from text*

It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader’s knowledge. This activity could bring stronger inference because it is to help remember information.

* + - 1. *Reading to integrate information, write, and critique text*

This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

* + - 1. *Reading for general comprehension*

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

Briefly, the purpose of reading is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

#### The Kinds of Reading

According to Nuttal (2005: 38) there are two kinds of reading related to its purpose, those are *intensive reading* and *extensive reading*.

* + - 1. Intensive reading

Intensive reading as the activity that need a guidance to make the students understand the text which is the reading goal is not only understanding the text but also knowing more detail about words are produced. This explanation stated that intensive reading need a guidance that could make students interpret deeply about text.

In addition, Nation (2009: 25) articulated, “Intensive study of reading text can be a means of increasing learners’ knowledge of language features and their control of reading strategies.” Here, this explanation said that beside detail information that the reader gets through it, intensive reading also makes the reader improves his understanding about language features that

are focus on the language that is being used. In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it.

In this notion, Lampariello (2018: 1) stated ideal learning materials for intensive reading include:

* + - * 1. News articles
        2. Short stories
        3. Blog posts

So, the use of intensive reading in text is takes a lot of focus and effort to switch from zero (or partial) understanding of the text to complete comprehension, the best way is to limit the intensive reading session to a maximum of 30-35 minutes.

* + - 1. Extensive reading

According to Nation (2009: 49), extensive reading fits into the meaning- focused input and fluency development strands of a course, depending on the level of the books that the learners read. It means that, extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses.

Furthermore, Nation (2009: 50) added during extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. In this sense, the reader can choose the

literature, as he/she likes because the objective of extensive reading is dealing with the meaning of it. Characteristic extensive reading as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed. It is obviously in extensive reading emphasize that the reader can access, enjoy the literature which he/she has chosen wisely.

In short, the reader has to decide whether she/he wants to read as her/his attention on the meaning of the text or learning the language feature of the text. Thus, it makes the reader focus on the process of reading.

Lampariello (2018: 1) stated ideal learning materials for extensive reading include:

* + - * 1. Bilingual books
        2. Monolingual books
        3. Magazines

So the applying of extensive reading in text just stay relax. Reading in a relaxed and low-stress environment will help in associating reading with pleasure, and hence increase the willingness to read more often and for longer periods.

Therefore, the researcher would like to implement Intensive Reading as understanding in reading into the descriptive text that will be tested.

#### The Definition of Reading Comprehension

According to Khoiriyah (2010: 1) Reading comprehension is the act of combining information in a passage prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

Ramelan (1992: 3) stated that the students are still poor in their reading comprehension, since they cannot usually read or understand articles in English dailies. He also added that there are different list of skills that students feel basic to understand. The skills are usually listed as follows:

* + - 1. React to the sensory images (visual, kinesthetic, taste, smell) suggested by the words.
      2. Interpret verbal connotations and denotations.
      3. Recognize and understand the writer’s purpose.
      4. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
      5. Identify the antecedents of words such as who, some, or they.

#### The Descriptive Text

There are many kinds of text that students have to be mastered in Senior High School. One of them is descriptive text. According to Anderson (1998: 26), descriptive text describes particular person, place, or things. It means that it is designed specifically about a person, a place, or things. In addition, they stated

“its purpose is to tell about the subject by describing its feature without including personal opinions.” For they own think, they consider descriptive text’s objective is to write the real particularly of a thing without argument privately.

In addition, according to Pardiyono (2007: 33) descriptive text gives descriptions from the living or non-living things to the reader. In other words, this text can tell an object that is still alive and not. Moreover, Clouse (2004: 142) added the description gives a significant point of view because it transforms our feeling and extends our experiences. Here is the essential’s aspect of description is telling about something or someone particularly which bring the reader’s perception change and spread the reader’s knowledge widely. In this notion, Wishon and Burks (1980: 128) stated that description provides sense of opinions, for instance, smell, sound, feel, look of things. In descriptive text, it illustrates that there are senses can be written in the text. Furthermore, they stated “description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.” It is thus important to make readers know and understand the real sense that is being described in descriptive text.

In sum up, descriptive text is a text which can tell the characteristic of something or someone living or nonliving for the purpose that the reader could interpret it well.

#### 2.1.5.1 The Structure and Language Feature of the Descriptive Text

Reading text describing about person or things has a characteristic in its organizing. According to James (2006: 122), who classified become two aspects in a description text, they are identification and description. Here are

the explanations.

1. Identification

Identification introduces the thing as the first step in the beginning structure of descriptive text. Thus, in the identification section the reader identify what is the object will appear. It is in line with Pardiyono (2007: 33) stated that identification introducing the thing is as a first step to begin the descriptive text. In short, identification is introducing the first part in this text initially. Another term of identification explained by Sudarwati and Grace (2007: 135) mentioned that it contains name, occupation, profession, and career. It means, in this part indicate and state initial information what is being describe.

1. Description

Sudarwati (2007: 135) stated that this section explained about physical features, the personality, and the way he/she dresses. This part sets the description itself about any features of the object.

Here is the schematic structure: