

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories related to the study. The researcher divided the chapter into some points. They are : (1) Reading, (2) Descriptive Text, (3) IEPC Strategy and (4) Previous Study.

A. Theoretical Framework

1. The Nature of Reading

Besides one of the tools in seeking information, reading also is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes of reading guide the reader's select better texts to read. Besides that a reader should have skills of recognizing words, understanding main idea and the details. Reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose and making judgment in evaluation.

Nunan (1999:251) states there are seven main purposes for reading:

- a. To obtain information for some purposes, because they are curious about some topics.

- b. To obtain instructions on how to perform some tasks for their work or daily life.
- c. To act in a play, play a game, do a puzzle. The current research investigated by Nurhayati (2015) improving student pronunciation ability through Go Fish and Maze Game ; moreover also conducted to get more information what activities which make them tend to become more confidence to pronounce some basic words in enjoyable situation conucting these games, using interesting media, creating various interesting tasks and activities can increase the students motivation in learning English.
- 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 (as reported innewspaper, magazines, reports).
- g. For enjoyment or excitement

Nunan (2003:69) also explains that reading is an essential skill for learners of English as a second language. It means from reading the learner can get everything like new information from what they read. Besides, reading is exactly the most important one of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason

why students learn the language. Without reading, the learners never know about anything.

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will get or know what they read and be challenged to response the ideas of the author.

The Nature of Reading Comprehension

The goal of reading is comprehension. Comprehension is the process of making sense of words, sentences and connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. However reading comprehension is the process of simultaneously extracting and constructing the meaning.

Then, according to Brown (1994:291), Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Kalayo (2007:115) stated Reading comprehension is thus much more than decoding. Reading comprehension results when the reader know which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose. Besides that, Richard (1992:306) explains that reading perceives a written text in order to understand its content. This can be

done silently (silent reading). Understanding the results is called reading comprehension.

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of word and sentences. Besides that, the readers should know about lexical, grammatical cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

In this research, the writer determines some indicators as follow:

- a. Students are able to identify the various meaning.
- b. Students are able to identify the main idea.
- c. Students are able to identify the communicative purpose.
- d. Students are able to identify generic structure.
- e. Students are able to identify language features.

From the explanation above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior

knowledge and interpret it with the reader's need and purpose. Moreover, the update research of using interesting media to inspire reading comprehension conducted by Nurhayati (2014b) investigated retelling the ideas and summarizing text using interesting picture series can increase the students motivation in reading class especially to improve their reading comprehension.

2. Descriptive Text

a. Definition of Descriptive Text

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

In addition, according to Pardiyono (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences.

It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

b. The generic structure of descriptive text

According to Bamanti and Oktaviani (2011:50), the generic structure of descriptive text is divided into two parts, there are :

a. Identification

Identification is the part of paragraph that introduce or identifies the character.

Example : there is an eagle nesting on the tree top near my grandparent's house in Sleman it was a sea eagle.

b. Description

Description is the part of the paragraph that describes the character.

Example: the color of its feathers is light brown. It has a strong and sharp yellowish beak.

c. The purpose of descriptive text

According to Fink (1983:41) the purpose of description is to imagine the reader by using a picture of a person, subject, or setting. It is allowed by using picture, so that the reader can visualize it. Then Febriani (2011:17) said that the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal or plants.

3. The Nature of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy

a. Definition of Imagine, Elaborate, Predict and Confirm Strategy

According to Wood and Douville (1999:92) IEPC is strategy to support students in using their imagination in understanding information of their viewed, listened and read. Student have their own imagination toward something that they have seen, listen and read. So the students have prediction about information itself.

In addition, Wood and Endres in Kinberg (2007:55) states that IEPC Strategy is a strategy that uses by teacher to help students in using their imagination that suitable with students' experience. Thus, the students are able to use their imagination to understand the information by using taste, eye to make prediction based on a picture or other sources for study reading.

Vacca in Moss and Loh (2010:43) define that IEPC Strategy is require students in imagine and elaborate which is a crucial skill in reading. This strategy to help student to predict information of text. Besides that, the students can explore their imagination toward what they have seen, listened and read, that contribution for reading activity.

b. Procedure of IEPC Strategy

Wood in Mosse and Loh (2010:44) state that the steps of IEPC Strategy are:

1. Select a text to the topic of study.
2. Distribute the IEPC chart into four columns

3. Explains IEPC to the students by telling them that they are going to use their imaginations, elaborate and prediction by using the information from picture and wrote in each columns.
4. Point out the “Imagine“column: set a purpose for reading and tell the students to imagine a scene as you read the passage out loud. Have students close their eyes and encourage them to use their senses by thinking about tastes, smells, sights, and feelings associated with the topic.
5. Ask students to record their images in either words or pictures in the “Imagine” column. If they draw their images, ask students to label them as well.
6. Have students share their images with a partner or with a group.
7. Point out the “Elaborate”column: Have students consider the initial responses of their classmates. Ask them to think of additional details associated with the scene they originally visualized.
8. Ask students to record their elaborations in the “elaborate” column
9. Point out the “predict” column: have students use the information they wrote in the previous two columns to make predictions about the content found in the rest of the text.
10. Ask student to read the passage again to confirm. What is their prediction the same with text.

c. The Concept of IEPC Strategy

IECP (Imagine, Elaborate, Predict, and Confirm) is strategy which has purpose to aid the students in comprehending reading text. It is a new strategy designed to improve comprehension through pre-reading, reading, and post-reading stages of an instructional lesson. IEPC strategy is a means to activate the students' prior knowledge on a topic elicit their thinking and images, set purpose and predictions and motivate them to want to read the texts. IEPC strategy can motivate the students to read the text completely and help students in improving their comprehension abilities. It is also supported by Nurhayati's study (2008a; 2015b; 2016d) were focused on improving students English proficiency by creating activities and using interesting media in order to increase their motivation in learning English.

There are four components in this strategy, as follow:

a). Imagination

In this phase, the students have to try creating mental images before reading the text, so that it can guide them to do the next phase. Gamberell and Bales in Wood (2004:347) state that mental imagery plays a important role in the dynamic, interactive process of reading. It means that by imagining which incorporates the activation of the five senses: seeing, hearing, smelling, tasting, and physically or emotionally feeling can help the readers in comprehending the text. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Tubb in Nurhayati &

Yuwartatik, 2016a). Besides that, Graves (2001:315) state that to give students practice in creating mental images of story characters, setting, and events as well as practice in sequencing story events, you can have them draw and sequence picture.

b). Elaboration

Elaboration here is the practice of forming connections between previously learned information and new content through imagery, visualization, analogies, descriptions, and details. It means that the students use their previous knowledge in making image and adding details about the topic, so that it can develop their understanding about the text. In order to understand and remember what is read, students must be able to relate the new information to previous knowledge and this is obviously a complicated process entailing a number of transformations in the written material to match it with previous knowledge, so it can help the reader to comprehend reading material easier. Then according to Hartman, as cited by Kareen D. Wood (2002:47), the use of elaboration can develop understanding by getting students to extend and modify their verbalizations during a reading.

c). Prediction

In this phase, the students have to make their prediction about the text they are going to read based on the title. As we know, predicting involves previewing the text to anticipate what will happen next. The thinking processes involved in predicting assist students in making meaning. Wood and Endres state that Prediction involves getting

students to use reader's prior knowledge to anticipate what may occur in a selection or text. These predictions help readers develop a purpose for reading. In short, in order to make predictions about the text, students must have prior knowledge or experiences about the topic as well as a means.

According to Mac Lellan cited by Wood (2004:348), prediction refers to making a guess about what the writer will write next; this guess is based on personal life experiences and text clues. It means that the reader makes prediction based on her or his prior experience to guess what the text is going to be read about by using text clues, such as by previewing the title of the text, the picture, etc. So by prediction the students can improve their understanding of the text. It means that before reading the text it will be better for the reader to predict the text because it can interest her or him to read and know whether her or his prediction is correct or not. Then, she or he will read and try to comprehend the text completely.

d). Confirmation

Confirmation is done after the students make their prediction. In this phase, they have to confirm their previous predictions correct or incorrect. It means that after students making predicting, he or she will confirm whether her or his prediction correct or not. So, it can help them in comprehending the reading text and can improve the reader's comprehension.

4. Previous Study

There are some previous about IEPC Strategy that found by researcher :

The First from Misi Erlina (2011), on the tittle *Teaching Reading Comprehension Through IEPC Strategy to the Eleventh Grade Students of SMPN 5 Lubuklinggau*. The findings of the research indicated that by using IEPC strategy in teaching reading has made the students success in reading comprehension. The result of the research in which mean score of pre test was 53.25 and post test was 69.5. The last result indicated the students had a significant through teaching reading comprehension at the school.

The Second from Liya Astarilla Dede Warman on the tittle *Using IEPC Strategy to improve Students Reading Comprehension at Grade VIII at SMP Negeri 3 Pekanbaru*. This research consisted of three cycle, where in each cycle consisted of four meetings. The four meetings in one cycle involving three meetings for teaching reading by using IEPC strategy and one meeting for post-test at the end of every cycle. The participants of this research were the researcher, a collaborator and the students of grade VIII.4 of SMP Negeri 3 Pekanbaru totalling 40 students. The instruments of this research were reading comprehension test, an observation sheet, field note and interview. There were two findings of this research: (1) IEPC strategy could improve the students' reading comprehension; (2) Teaching material and media, class activity, class management, and teacher's approach were the factors that could influence the change of students' reading comprehension.

The Third from Wika Andrian Sulistyowati (2015), on the title *The use of IEPC Strategy in Teaching Reading Comprehension*. This research same with used quasi experimental research with non-equivalent control group design. The subjects of this research were taken from class VIII A (control group) and VIII C (Experimental group). The researcher used judgmental sampling method, where the students were not taken randomly. Based on the analyzed result, the value of effect size obtained was 1.2, tt was categorized as big effect since the value was higher than 0.8 ($ES > 0.8$). Therefore, it can be concluded that teaching reading recount text by using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy effectively improved the students' comprehension.