CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some of the literature related to this research including reading comprehension, descriptive text, teaching reading, evaluating reading, THIEVES strategy, and previous studies. The explanation delivers as follows:

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is important skill for English learners. For a complete comprehension need the interaction between the students' prior knowledge and the content of the text. The prior knowledge that students have can help them understand the text (Khataee, 2019: 667). According to Snow (2002: xix), reading is the process of extracting and building meaning by interacting with the written language. There are three elements of reading comprehension: the reader who is doing the comprehending, the text that is to be comprehend, and the activity in which comprehension is a part.

According to Watkins (2017: 27), reading comprehension is an interaction between both 'text-based' and 'situational' models of comprehension. In the text-based model, readers build a representation of meaning by using the words and grammar of the text. In the situational model, readers try to understand the information of the text from what they

already know. Then, understanding is obtained from these two models of comprehension that working simultaneously.

Oakhill et al. (2015: 1) stated that reading comprehension is a complex task which requires some different cognitive skills. Of course, reading comprehension is necessarily dependent on readers. Readers cannot understand a whole text if they cannot identify the words in the text. Thus, readers require to integrate the sense of the words and sentences into a meaningful whole. To do so, the construction of a mental model is necessary. A mental model is a mental representation that is created from information in real or imagined, it can be what the readers have read, heard, or seen.

From those definitions, it can be concluded that reading comprehension is a complex process in understanding the text. In order to comprehend the text, readers should be: first, they have to identify the words and sentences of the text then interpret the meaning of it. Second, they have to understand the text by using the prior knowledge or what they have read, know, or learn.

2. Types of Comprehension in Reading

Based on the Barrett's Taxonomy, there are five types of comprehension in reading: literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation.

a. Literal comprehension

Literal comprehension focuses on explicit ideas and information stated in the choice. Teacher designs the task at this level may range from simple to complex. A simple task could be the recognition or recall of a single fact. A more complex task could be the recognition or recall of a series of facts or chronologies.

b. Reorganization

Reorganization asks students to analyze, synthesize, and/or organize ideas explicitly. To produce the desired thought product, the readers may utilize the statements of the writer verbatim or they may paraphrase or translate the writer's statements.

c. Inferential comprehension

Inferential comprehension is demonstrated by the students when they use the ideas and information explicitly, their intuition, and their personal experience as a basis for conjectures and hypothesis.

d. Evaluation

The purposes for reading and teacher's questions require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented with external criteria provided by the teacher or the written sources, or with internal criteria provided by the reader's experience or knowledge.

e. Appreciation

Appreciation involves our understanding of the language used by the writer.

From the explanations above, it can be concluded that some of the types of comprehension in reading can be used for teaching and learning reading as well as can be adjusted to the method and students' comprehension.

3. Process of Reading Comprehension

Reading is an activity that requires a process. We can understand what we read when the process of reading goes well. Brown (2001: 298) in his book stated that there are three kinds of process of reading which include the following:

a. Bottom-up Processing

In bottom-up processing, reader must first recognize the diversity of linguistic signals which include letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, and then use linguistic data processing mechanisms to sort these signals. From all the data or perceived signals, reader chooses a signal that has meaning and makes sense. After that, readers must go through a phase where they must guess, solve puzzles, deduce meaning and then decide.

b. Top-down Processing

In this process, conceptually, we use our own intelligence and experience to understand a text. It means that we read and understand a text with our ability and the previous knowledge.

c. Interactive Reading

Interactive reading is a combination of bottom-up and top-down processes. This process is claimed to almost always be the main ingredient in a successful teaching methodology because both processes are important. In practice, this process asks reader to read through top-down approach first to predict possible meanings. Then afterward move through bottom-up approach to check if that is really what the writer meant.

Based on the explanations above, it can be concluded that the process of reading comprehension can be adjusted to the class condition. If students can follow the process can be continuing until obtaining the desired result.

4. Strategies of Reading Comprehension

Reading comprehension is important for students because from there they can understand what they read and gain knowledge. Thus, strategies in reading are needed to help students reach their comprehension. According to Brown (2001: 306), there are some strategies of reading comprehension which include as follows:

a. Identifying the purpose in reading

Often, we read just read without knowing the purpose of reading it. We do not know what we are really looking for in reading something. That is what causes the reading comprehension process to be slow. Good reading is always based on the purpose of reading. Thus, readers need

to clearly identify their purpose in reading. By doing so, readers can look for information or get rid of information that has the potential to interfere with their reading purpose.

b. Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginner learners)

At the beginning level of learning English, one of the difficulties faced by students in learning reading is to make correspondence between spoken and written English. In many cases, students know the spoken language in English but have difficulty spelling English. Thus, they need hints and explanations of certain rules and peculiarities of English orthography.

c. Use efficient silent reading techniques (for intermediate to advanced learners)

To help the intermediate to advanced students improving their reading efficiency is to use some silent reading rules which are students do not need to pronounce each word and try to conclude the meaning based on the text.

d. Skimming

Skimming consists of quickly scanning the entire text for its gist or main idea. Skimming provides readers with an advantage because they can predict the purpose, main topic, or message, and some ideas that may develop or support.

e. Scanning

Scanning is to quickly look for certain pieces of information in a text. Scanning aims to extract particular information without reading the whole text.

f. Using semantic mapping or clustering

A text usually consists of long ideas or events. This semantic mapping or cluster strategy can help readers grouping ideas from the text. This grouping of ideas can then help them the important points in the text.

g. Guessing when readers are not certain

This strategy encourages students to be accurate guessers. In guessing, students try to guess the meaning of a word, a grammatical relationship, a discourse relationship, about a cultural source, content messages, and infer implied meaning. The point is that reading is a type of guessing game and the sooner students understand the game, the better they will be.

h. Analyzing vocabulary

In this strategy, the students need to use some techniques which are look for prefixes, suffixes, roots, grammatical contexts, and look at the semantic context.

i. Distinguishing between literal and implied meanings

This strategy requires the implementation of top-down processing skill. Through this strategy, students must be able to distinguish the literal and implied meanings of a text.

j. Using discourse markers

In English, many discourse markers indicate the relationship among ideas as shown through phrases, clauses, or sentences. This clear comprehension of markers can greatly improve students' reading efficiency.

From the explanations above, it can be concluded that there are many strategies in reading comprehension. The teacher may choose one of them as a strategy to help students understand the text well.

B. Descriptive Text

In English, there are many kinds of reading text. One of them is descriptive text. Descriptive text is a type of text that tells about how something looks, feels, acts, sounds, and tastes (Syahputri & Siti, 2018: 17). Descriptive text has a communicative purpose is to describe a particular person, place, and thing. Descriptive text has generic structures and language features as follows:

1. Generic Structures of Descriptive Text

Every English text has different generic structures. We need to know about the generic structures of each text that can help us in writing, reading, or arranging the text we want, one of them is in descriptive text. Therefore, the following are the two generic structures of descriptive text:

a. Identification. This part introduces the subject or object being discussed and is generally located in the first paragraph.

b. Description. This part shows the detail description of the subject or object.

Table 2.1 Example of Descriptive Text

Identification	I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.
Description	My robot is very nice. It is about twenty centimeters tall. The color of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only. *(Source: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html)*

2. Language Features of Descriptive Text

Every English text has its language features, not infrequently some of them have similarities or even very different text from one another. Here, the writer discussed about descriptive text. The language features of descriptive text are:

a. Focus on specific subject or object: describes about a certain subject or object.

For example:

a) Borobudur Temple

b) My lovely cat

    c) Ir. Soekarno

b. Using simple present tense: since the text describes about the fact so that the sentence pattern used is simple present tense.

For example:

    a) She is pretty and gorgeous.

    b) Her dress looks so amazing.

    c) The parrot sings a song.

c. Using adjectives: to clarify the noun in the text.

    a) My friend has <u>two</u> brother and <u>one</u> sister.

    b) The kid wears a <u>brown</u> hat.

    c) His mother makes a <u>pretty</u> scarf.

d. Using action verbs: to show or describe the activities of subject.

For example:

    a) I <u>wash</u> my car.

    b) They <u>play</u> football.

    c) My mother <u>cooks</u> a soup.

Based on the explanation above, descriptive text is a text that aims to tell the detailed information of something. The descriptive text has generic structures which are identification and description. It also has language features which are focus on specific subject or object, using simple present tense, adjectives, and action verbs.

C. Reading Descriptive Text

Reading is a process of understanding the text. There are many kinds of text, one of them is descriptive text. Descriptive text is a text that tells something in detail. This text aims to describe something like person, animals, and place. Reading descriptive text can help students understand more clearly the real object. This text also gives information about the object specifically.

From the explanation above, reading descriptive text can help students understand how something looks, feels, or smells. Through reading, students can get the important information which can make them understand the meaning of the text.

D. Teaching Reading

The one broad aim of teaching reading comprehension is to focus on the expected outcomes of reading. The teacher can ask questions to be answered through reading (Oakhill et al., 2015: 106). According to Pang et al. (2003: 14), teaching reading is an act where the teacher guides students by modeling the actions they can take to improve reading comprehension. These actions can include asking questions about the text, identifying main ideas, and using prior knowledge to make predictions. Davis (2016: 117) stated that there are several actions to teach students to comprehend text; encouraging students to ask and answer questions as they read, testing and revising predictions, giving opportunities for students to retell, paraphrase, and summarize what they read.

Based on the explanation above, it can be concluded that teaching reading is an action taken by the teacher so that students can comprehend text.

Several actions are students can ask and answer questions related to the text they read, determine the main ideas, and use their prior knowledge to make predictions.

E. Evaluating Reading

Evaluating reading is needed to find out how well students can understand what they have read. There are several techniques of evaluating reading as follows: (Lockhart, 1999: 15)

a. Observation Questions

This exercise focuses on students' ability to understand the content of the text. There are several types of observation questions as follows:

1. Multiple Choice. For example, students have to identify some facts about characters in a story or text. The possible answers are given in the form of multiple choice.

2. Short Answer. These questions require specific answers from students related to what they have read.

3. True-False. The answers given to questions in this form are adjusted to the desired level of difficulty.

b. Interpretive and Analytical Questions

Even though students understand the content and have a good understanding of the vocabulary and structure of the text, they often do not know the implications and deeper levels of meaning behind it. There are three types of evaluating the students' ability to interpret and analyze a text as follows:

1. Multiple Choice. Multiple choice questions can be used effectively to discuss the writer's opinion.

2. Short Answer. Basically, questions in this form are similar to multiple choice questions. This short answer questions require students to filter the information of the text, find the main points, and identify opinions.

3. True-false. True-false questions help find whether students have understood the more subtle aspects of the text. True-false questions may focus on the meaning of a particular sentence or passage of the text.

From the explanation above, it can be concluded that teachers can choose one technique of evaluating reading that is considered capable of being a gauge for knowing students' comprehension in reading.

F. THIEVES Strategy

Strategy is an important thing to always be applied in teaching and learning process. Strategy is a method or technique used to support students through the learning process. Strategy used in teaching must be appropriate and able to meet the students' need. The use of teaching strategy also must be adjusted to the learning objectives. According to Orlich et al. (2010: 94), teaching strategy has a positive influence on students' achievement. Thus, an effective teaching strategy can increase students' ability.

Teaching strategy in English is adjusted based on the skills to be taught. There are four skills in English, speaking, listening, reading, and writing. One of the skills discussed that is reading. There are many kinds of strategies that can be applied in learning reading, one of them is THIEVES Strategy. As Manz

(2002: 434) stated in her article that this strategy can support students in their understanding of a reading text with involved their prior knowledge.

1. **Definition of THIEVES Strategy**

   THIEVES is the acronym for Title, Headings, Introduction, Every First Sentence, Visuals or Vocabulary, End-of-chapter, and Summary. THIEVES is a strategy where there are seven steps to provide necessary knowledge for students before reading the text (Khataee, 2019: 669). According to Manz (2002: 434), THIEVES identifies the text chapter elements that should be thoroughly surveyed, perused, and pondered prior to actual reading. Using this strategy, students will try to think about the title, headings, introduction, every first sentence, visual vocabulary, ending, and summary of the text before begin reading. This process can make students more motivated in reading comprehension.

   Based on the explanation above, it can be concluded that THIEVES strategy is a strategy that uses seven steps to get information from the text involving the students' prior knowledge before reading the whole text.

2. **Procedure of THIEVES Strategy**

   To implement a strategy in learning, teachers need some steps. According to Zwiers (2010: 87), there are some steps or procedures to teaching reading comprehension in descriptive text by using THIEVES strategy:

1. Tell the students such as "Now, we are going to get information by using "THIEVES" and let's see how much information we can steal from the text before we read the whole of it."

2. The teacher gives THIEVES worksheet to the students and they can go through each of the items in acronym THIEVES.

   a. Title

      Look at the title and think about what is already known about the title or topic.

   b. Heading

      Look at the heading and then turn the heading into a question.

   c. Introduction

      Read the introduction of the paragraph and think what is the most important of it.

   d. Every first sentence

      Read every first sentence for each paragraph.

   e. Visual and vocabulary

      Look at the pictures, maps, and other graphics. What do they illustrate? Look for important vocabulary words and define them in the content.

   f. Ending

      Read the last paragraph and think what is the most important.

   g. Summary

      Collaborate all of the previous component of THIEVES and make summary from them.

3. The teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet without read the whole of the text.

The explanations above are the steps that should be followed by students. When the steps are followed well, then the THIEVES strategy is worth using for teaching and learning reading.

3. Advantages of THIEVES Strategy

Basically, every strategy for the teaching and learning process must have advantages. As this THIEVES strategy that is a strategy for reading. There are some advantages of using this strategy for teaching and learning reading comprehension: (Gusvianti & Yuli, 2012: 223)

1. Allow students to organize their reading.
2. The students can find the information from the text easily.
3. Students may associate what they read.
4. A way to make students build extensive knowledge of the text even they have not read the text yet before.
5. Provide students with a scaffold for active reading, regardless of whether they are reading independently or with coaching.
6. Help students to identify important concept and establish a context for reading.
7. Help students make connections and predictions based on the prior knowledge and clues found within the text.

8. This strategy is very effective in improving students' comprehension of what they read.

9. Can give contribution for students in learning process.

Based on the explanation above, it can be concluded that this THIEVES Strategy has some advantages for students who use this strategy well. In general, this strategy can help students understand the text easily. While, in particular, this strategy can further train the students' cognitive abilities by linking their prior knowledge with the text they are reading.

G. Previous Studies

There are some relevant studies that related to the use of THIEVES strategy in reading comprehension. The first study is the research by Elnaz Khataee (2019). Her research journal is entitled "The Effect of THIEVES Strategy on EFL Learners' Reading Comprehension". The similarity between her research and this research is the use of THIEVES Strategy in teaching reading. Then, the differences are, in her research, she used a mix method design and the population is EFL learners (students from an English language institute in Iran). While, this research used quasi experimental research design and the population is the eighth grade students of SMPN 1 Trenggalek.

The second one is the research by M. Sarifuddin & Mita N. (2019). Their research journal is entitled "The Effectiveness of Thieves Strategy towards Students' Motivation in Reading Comprehension". The similarity between their research and this research is the use of THIEVES Strategy in teaching reading. Then, the differences are they used a pre-experimental research design with one

group pre-questioning and post-questioning and the population is the tenth grade students of SMK Darul Quran. While, this research used quasi experimental research design with two group post-test and the population is the eighth grade students of SMPN 1 Trenggalek.

The third one is the research by Ari Safitri (2017). Her research is entitled "Improving Tenth Grade Students' Reading Comprehension by Using THIEVES strategy at SMAN 1 Kunir in 2017/2018 Academic Year". The similarity between her research and this research is the use of THIEVES Strategy in teaching reading. Then, the differences are, in her research, she used Classroom Action Research (CAR) as her research design with narrative text as the reading focus and the population is the tenth grade students of SMAN 1 Kunir. While, this research used quasi experimental research design with descriptive text as the reading focus and the population is the eighth grade students of SMPN 1 Trenggalek.

From the explanations above, those previous studies have not proven the effectiveness of that strategy for improving students' reading comprehension in terms of scores by using a test. Thus, this research was conducted to prove whether this THIEVES Strategy is effective or not for improving students' reading comprehension in descriptive text by using a quasi-experimental research design with two group post-test.