

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the previous study, review of related theories, theoretical framework and research hypothesis.

A. Reading

1. Definition of reading

Reading is a process of transferring knowledge between the reader and his reading that contains knowledge. Hammer (1998) explained that the process of reading cannot be separated from understanding the meaning of the word in reading. Schellings (2006) also explains that reading is an active process for constructing the meaning of the text. It can be concluded that, reading is an active process that involves confounding with the text being read to create meaning in the text.

In the process of reading, readers connect their reading knowledge and skills with various reading characteristics. Related characteristics, among others: genre, word, and text structure. In addition, readers maximize their reading process by implementing several strategies. With this, the reader more easily gains an understanding of meaning.

2. Types of reading

In the process of reading, there are several types of reading processes that have different purposes. Patel (2008: 117) explains that there are 4 types of reading, including:

a. Intensive reading

Intensive reading is a reading program that aims to increase reading skills critically to gain a better understanding of reading. Intensive reading can be done by:

1. Read carefully from the beginning to the end of the reading.

2. Record important things in reading
 3. Formulate the acquired problem and discuss it.
- b. Extensive reading
- Extensive reading is a process of reading that is rapidly. Usually, the extensive reading process is done by reading some text and going directly to the desired topic.
- c. Aloud reading
- Reading aloud is the process of reading by producing the voice of the reader. Reading aloud aims to improve students' ability to pronunciation.
- d. Silent reading
- Silent reading is a process of reading that is done without a sound. With this, the reader focuses on understanding the content of the reading read.

B. Reading Comprehension

1. Definition of reading comprehension

Pulverness, and William (2005: 21) explain that reading is the act of responding to and understanding a text. Nurhayati (2016) mentioned that reading without comprehension is a futile. Reading activities are done to get information from the text read. In the process, reading combines the content in the text with what is previously known to get the information in the sentences in a text.

In addition, Grabe (2009: 5) defines reading as the process of learning something from a reading involving an educationally related context. The learning process occurs when there is an increase in knowledge changes. It starts with the process of not knowing. Therefore, reading becomes a very important activity. This happens because when reading, the reader tries to understand the content of the reading to get the desired information by going through the process of synthesize, interpret, evaluate and selecting the information.

Pang, Mauka, Bernhardt, and Kamil, (2003: 14) define comprehension as the process of constructing the meaning of the text to obtain information. With this, the reader combines the knowledge that has been previously possessed with additional information from a text to combine meaning.

According to Snow (2002: 11) "reading comprehension is a process of extracting and constructing meaning involving the written language". It is also explained by Johnson (2008: 110) that reading comprehension is the action of retrieving information and building meaning contained in the text. With this, it can be concluded that reading comprehension is the process of understanding a reading text by reconstructing the meaning of a text with previously known knowledge.

2. The process of reading comprehension

As explained above, reading comprehension is reading by getting information and knowledge related to reading text comprehension skills. The process of reading comprehension is a process related to how to construct the meaning of the text. Hudson (2007:33-57) explains that there are several reading comprehensions processes such as this:

a. Bottom-up processing

In Bottom-up processing, the reader does mean by scanning from the letters of fame, words of words, and continued with scanning between phrases, clauses, and ending with sentences. The process is processed into phonemic units and achieves an understanding of the text. This process is done linearly to allow the reader to recognize words.

b. The top-down processing

Hudson (2007: 37) explains that in top-down processing, Syntax and semantics play an important role in the formation of meaning in the text. The process begins with making predictions in the text. Furthermore, the sample go through the confirmation process whether or not it is appropriate with the predictions that have been thought before. With this, the reader can create meaning contained in the text.

Top-down processing requires the reader's background knowledge to launch the process.

c. Interactive processing

Interactive processing is a reading process that combines old information that the reader already has with new information contained in the text. So, it can be mentioned that interactive processing combines two previous reading processes, namely bottom-up and top-down processes. Thus, readers can add and activate the information they have and readers can estimate the content of the text on the reading to increase reading comprehension.

From the explanation that has been explained, it can be concluded that the three reading processes have different processes. From bottom-up processes that rely on the word-for-word understanding, top-down processes that rely on previous information to facilitate understanding of the text, and most recently interactive processing involving both previous processes to get maximum results. But in all three processes have the same goal that makes it easier for readers to retrieve information in written text.

3. Level of Reading Comprehension

In the process of reading, students have a wide variety of levels of understanding. Burn (1984:177) explains that there are four levels in reading comprehension. These levels include:

a. Literal comprehension

Literal comprehension is the first level in the process of reading comprehension. In literal comprehension students understand the reading only. At this level the teacher can ask students to understand the idea in the text, summarize the idea, and make a paraphrase of it. Simple questions for this level as below:

- a. What is ...
- b. How old ...
- c. When ...

- d. Where ...
- e. Etc.

The abilities in the literal level are:

- a. Mastery of the meaning of the word
 - b. Remember and paraphrase the content of the text
 - c. Understand grammar in text
- b. Interpretive comprehension

Interpretive comprehension is a level of reading comprehension that can understand the implied meaning of a text. The reader must be able to capture the information conveyed by the author such as cause, effect, relationship between words, comparisons, and draw conclusions.

Questions for this level as below:

- a. Why ...
- b. What you can conclude ...

The abilities in the interpretive level are:

- a. Reasoning the content of the text to understand the intent of the author
 - b. Infer information in the text even if it is conveyed explicitly.
- c. Critical comprehension

Critical comprehension is the understanding gained by evaluating the material that has been read and can compare ideas from other readings text.

Question for this level as below:

- a. What would be the result of ...
- b. How would you describe ...

The abilities in the critical level are:

- a. Analyzing the written information
 - b. Evaluating the quality of the written information
- d. Creative comprehension

Creative comprehension is the process of understanding by finding new ideas that go beyond the material provided. This process is a difficult process to achieve because it requires a thought process in it.

Question for this level as below:

- a. What would you do if ...
- b. What does the text tell you about ...

The abilities in the creative level are:

- a. Knowledge of emotional response
- b. Knowledge of response of structure of the text

C. Reading Comprehension Ability

1. Definition of Reading Comprehension Ability

Hornby (2010:02) explains that the word "ability" is defined as a person's ability to do something balanced with skill and intelligence. Dorn and Sophys also explain (2005:16) that the ability can be identified as an action taken by a person to understand an idea or idea. So, it can be concluded that ability is a person's ability to understand an idea and ideas that are balanced with skills and intelligence.

According to Grabe and Stoller (2002: 13) reading comprehension ability is a person's ability to construct the meaning of a text. Reading comprehension ability has many aspects that affect, depending on a person's motivation, goals, and ability to understand the text. In other words, a person's reading comprehension ability will vary. It can be concluded that reading comprehension ability is the ability to build meaning from a text.re

2. The Ability of Reading Comprehension Ability

Grabe and Stoller (2002: 35) explain that language requires interacting actions to gain an understanding of meaning. Such as reading comprehension ability that requires some ability to build it. These capabilities include:

c. Vocabulary knowledge

Vocabulary knowledge is the most important thing in the reading process. This is because the process of reading cannot be separated from building meaning, and vocabulary is the key to understanding.

d. Identify main idea

Identifying the main idea is the process of understanding a text.

e. Understanding context

Understanding the context of reading is also no less important in building meaning. By understanding the context of the reading make it easier for the reader to understand the text read.

f. Identify communicative purpose of the text

No less important than the previous aspect is identifying the purpose of the text. This ability must be possessed by the reader to get a better reading understanding.

3. Reading Comprehension Measurement

The I.S.P. Nation (2009:77-79) explains that to find out how far reading comprehension ability is, readers can measure it using reading comprehension assessments. These types of assessments include:

a. Pronominal question, imperatives

Pronominal question or imperative focuses on the reader's view. The reader asked to write the information obtained and in the form of paragraphs.

b. True/false, yes/no, alternatives question, multiple-choice

In this type of assessment, there is an answer contained in the instructions given. The answer is in accordance with the question provided. In true/false and yes/no questions, the reader focus on

confirming whether the information is right or wrong. While in alternatives question and multiple-choice, the reader focuses on the details of the reading.

c. Transfer information

With incomplete information in the text, the reader can measure how far they understand. Readers can read and make short notes about the text.

It can be concluded that the assessment of reading comprehension ability can be measured by pronominal question, imperatives, true/false, yes/no, alternatives question, multiple-choice and transfer information

Grenall and Swan (1994:34) explain that after the assessment is done, to know the reading comprehension ability must be measured with the reader's measurements. These measurements include:

Table 2.1 Reading comprehension measurement

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text.	0-25
2.	Students can identify the communicative purpose of the text.	0-15
3.	Students can identify main idea of the text.	0-25
4.	Students can identify information contained in the text.	0-35
	Total	100

D. Report Text

1. Definition of Report Text

Report text is a text that contains information about the information of a subject. Report text contains subject details such as; description, parts, behavior, and quality. The content of a report text usually tells the person, place, or general things that have been researched. Gerot and Wignell (1996: 196) explain that the text report contains a description of a state that refers to natural, man-made and social phenomena. In line with the previous explanation, Hyland (2004:29) describes that report text contains factual information by describing its characteristics. It can be concluded that a text report is a text that contains information needed by the reader that aims to justify and describe something that the reader needs.

2. Generic Structure of Report Text

Gerot and Wignell (1994: 196) explained that report text can be classified into two parts, namely general classification and description.

a. General Classification:

The general classification is a general report text structure. The general purpose here is something that does not require anything more detailed such as part by part or time to time.

b. Description classification:

In contrast to general classification that has a more general aspect, description classification contains more details. It described in detail from the smallest things such as step by step, or even part by section.

3. The Language Feature of Report Text

In forming an understanding in the report text, the reader must know the text information more deeply. Nurhayati (2019) mentioned that by understanding the language feature, students will be able to interpret specific messages. In report text there is a general structure in the text described in the language feature of report text.

The language features of the report text are the components that are in the report text. Gerot and Wignell (1994: 196) explained that there are several language features that are in the report text, the feature is described as below:

1. Group or general aspect

Describe the general aspects of a subject and classification. Examples illustrate common aspects such as animals, plants, places, and people.

2. Using of Relational Process

A relational process is a process for expressing verbs that can echo the circumstances and signals of ownership. For example, a rose has a pistil for reproduction.

3. Conditional logical connection

To combine two sentences or several sentences in a report text, the author can use a conditional logical connection. The conditional logical connection in the language order is but, on the other hand, however, so, etc.

4. Using simple present tense

Tenses used in report text are present tense because they tell the current event or fact.

The presentence formula: S + V-1 + O.

Example: He lives in Bandung, they enjoy the city.

5. No temporal sequences

In the text report, there is no temporal sequence. This is because, in its contents, the text report contains a general description word so that it does not require a temporal sequence.

E. Visual Imagery

1. Definition of Visual Imagery

There are several statements explained by experts about visual imagery. According to Goudvis and Harvey contained in the book published by Nelson (2005: 7) explained that visual imagery is the process of making images in the mind of readers that usually differ from one reader to another. Miller (2001) in Nelson (2005: 7) also explains that visual imagery is a process of forming mental images in the mind of the reader. With these theories, it can be concluded that visual imagery is the formation of meaning through mental readership processes.

In the process of reading, visual imagery has a desirable role in improving reading comprehension. This opinion is explained by Wooly (2011: 81) that visual imagery is a powerful tool to improve the reader's understanding of the text. Supporting this explanation, Reinold and Miller (2003) mention that verbal and visual can improve memory work. Verbal comes from spoken words while visuals come from sensory memory. Thus, students' understanding increase if they can combine verbal and visual information with the background of knowledge possessed. Furthermore, the information stored in the reader's long-term memory.

It can be concluded that visual imagery is a reading strategy by prioritizing the reader's understanding. The process is done by creating a picture of the text that is made by the reader in their mind. The images created are usually influenced by the background of the reader's knowledge. Combining visual and verbal information will form long-term memory. Thus, the reader understands the information and memorize the information in detail. Since visual imagery requires a background of reader knowledge, the meaning of the text will also be different. This increases the motivation of the readers.

2. Concept of Strategy

An effective strategy is crucial for teaching a second language or foreign language. To get maximum results, teachers must choose and consider the right strategies for students. Cohen (1999:10) explains that good technique will be problem-solving to get maximum results. Below is a strategic classification of general specificities:

a. General strategy

Form hypotheses and concepts of how the target language works.

b. Specific strategy

Increase reading comprehension.

c. More specific

- Determine the coherence of the text.
- Summarize to determine the coherence of the text

d. More specific than that

Change summary to telegraphic.

Based on the above classification, it can be concluded that all is a strategy. What distinguishes one strategy from the other is its functional use. Each level of strategy explains how the strategy is used. In addition, Chamont (1998: 4) explained that a learning strategy is an action taken by students to help understand, encourage, and manage the learning that they use.

Nurhayati (2016) explains that learning strategies are considered able to help the language learning process. As a thought and an action, strategy is a solution to language understanding and learning. With this statement, it can be concluded that strategy is a very important learning tool to support the learning process.

It can be concluded that the learning strategy is a technique to help students in improving foreign language skills during the learning process. In this study, researcher implemented strategies that use verbal and visuals to make it easier for students. The strategy is visual imagery in reading comprehension learning in the report text. By using this strategy, students are expected to be able to understand a reading they read.

3. Visual Imagery Strategy in teaching reading comprehension

Darch and Simpson (1990) said that visual imagery strategy is a strategy that can be applied to any word-type student are taught. The student is directed to imagine the words and develop their memory to remember the word by visual imagery strategy. The steps show that the implementation of visual imagery can activate visual imagery for students.

Implementation of visual imagery strategy takes a significant role to enhance memory and understanding. Sadoski and Pavio (2001) claims that there is a continuity between perception and memory. They said “External experiences are perceived through the stimulation of our various sense modalities (visual, auditory, haptic, gustatory, olfactory sense modalities)” The types of imagery can stimulus human sense of modalities. It can be responsive by stimulus. In the reading process, imagery can activate reader’s sensory and emotion to convey the meaning. This statement relates with Mc Donald (2001) who states that activate imagery can increase reading comprehension ability.

In the application of visual imagery strategy has the following learning model:

a. Teaching approach

Sanjaya in Suprihatiningrum (2013: 146) explained that the approach is a point of view to the learning process. Nurhayati (2018) also explained that the approach is an umbrella for the application of learning process. Thus, it can be concluded that teaching approach is a point of view that describes the way of thinking and attitude of educators in the learning process. In the application of visual imagery strategy, the approach taken is a student-centered approach. Student centered is an approach that teaches students to play an active role in the learning process with practical experience and build meaning from experience.

b. Teaching strategy

According to Riyanto (2009) learning strategies are all components of teaching materials and procedures used to achieve learning goals. Thus, visual imagery is a strategy that is not only limited to activity

procedures, but all components of activities including patterns of learning activities.

c. Teaching method

Sanjaya (2010: 147) explained that teaching method is a way used by teachers to implement strategies that have been prepared so that learning goals can be carried out optimally. In the application of visual imagery strategy, the method used is discovery learning. Students actively and independently seek conclusions in each text given by the teacher.

d. Teaching technique

According to Gerlach and Ely (Uno, 2009: 2) Technique is way, tool, or medium used by teachers to apply certain teaching methods. In the application of visual imagery, teachers can apply problem-solving techniques by giving several questions to improve reading comprehension skills.

4. The use of visual imagery strategy in teaching reading comprehension

Will, Jessica (2018) explained again the opinion of Chan et al (1990) that in applying visual imagery strategy there are several methods that can be used according to the needs of readers. These methods include:

a. Teaching student verbally

Teaching student verbally is a visual imagery that uses oral methods to build students' imaginations. The stages in this method are as follows:

1. Students are instructed to read the reading text silently.
2. The teacher read or play the audio, while the students read the text silently.
3. Students asked to read once more and students can create images in their minds.

b. Teaching verbally and visually

Teaching verbally and visually is a method that combines verbal instructors with adding images as visualizations to create mental images. As for the steps as follows:

1. The teacher instructs students to read the reading text silently.
2. Students be instructed to read the text again while looking at the picture given by the teacher. This image can be either chard board figures or actual picture.
3. Students are instructed to read one last time and students can create a mental image in their minds without using the help of images.

Both of these methods, students more easily understand the reading text. However, in this study, researchers use verbally and visually teaching methods to provide treatment to students.

F. Previous Study

Previous study is a study that has a similar theme with this research. Based on the researcher's search, it can be described as follows:

Table 2.2 Previous study

Previous Study				
No	Researcher, Year, And Title	Population and Sample, And Period	Variable and Analysis	Result Of The Research
1.	RiyanAzkalia (2018) "The Effectiveness of Visual Imagery Strategy in Teaching Reading Narrative Texts"	Population: MAN 1 Kota Magelang Sample: Tenth-grade students of MAN 1 Kota Magelang Period: 2015-2016	Independent Variable: Visual Imagery Strategy Dependent Variable: Teaching Reading Narrative Texts	The Visual imagery was effective in teaching reading narrative texts for the subject of the research.
2.	Sari, Ulya Kanti Laksita (2016) "The effectiveness of visual imagery strategy for teaching reading comprehension"	Population: SMPN 16 Semarang Sample: Seventh-grade students of MAN 16 Semarang	Independent variable: Visual Imagery Dependent Variable: teaching reading comprehension of descriptive texts.	Students who are treated by visual imagery strategy were improved better than the control group.

	of descriptive texts.”	Period: 2015-2016		
3.	Sylvania Walanda S, Caroline V.K (2016) “Comparative study between think aloud and visual imagery in enhancing students reading comprehension.”	Population: SMPN 1 Porongpong Sample: Eighth-grade students of MAN 1 Porongpong Period: 2015-2016	Independent variable: Think aloud and Visual imagery Dependent variable: Enhancing students reading comprehension.	There was no significant difference between the two strategies tested.

The similarities and differences in this study are related to previous study conducted by Azkara (2018), Sari (2016), Walanda (2016) on free variables described as follows:

In Riyan Azkalia (2018) research, the dependent variable is teaching reading narrative text. It means that this experimental research concern to investigate the strategy can develop student reading comprehension of Narrative Text or not. Riyan Azkara’s research was conducted at MAN 1 Kota Magelang in the 2015/2016 academic years. While this research has dependent variable the students reading comprehension ability in report text. It means focus to investigate the effect of the independent variable in understanding the meaning of the text on report text. This research conduct at SMPN 1 Srengat in the 2021/2022 academic years.

The second study was a study about “the implementation of visual imagery strategy in teaching reading comprehension of descriptive texts”. The researcher focuses on reading comprehension of descriptive text. She was Sari (2016) who attempted to investigate the effectiveness of the study by using a quasi-experimental design. While this study concern to investigate the effectiveness of visual imagery

strategy toward students reading comprehension ability in the report. It means it focus on report text. This research uses a pre-experimental design that focuses on pre-test and post-test in the eighth grade.

The last study was experimental research about “the comparative study between think aloud and visual imagery.” Researcher compares the strategy to get better results. In this research, researcher focuses on visual imagery strategy toward students reading comprehension ability in the report text.