

## **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 (a) reading, (b) descriptive text, (c) brochure and (d) previous study.

#### **A. Reading**

##### **1. Definition of Reading**

There are some definitions about reading. Menya and Leeuw as aquated by Zainudin (2009:9) stated that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing. Reading is one of four skills in English that the students should acquire. Nunan (2003:8) states that reading is a process of readers combining information from text and their own background to build meaning. This means that the readers should combine their knowledge and what the information they read. It is a very important skill that the students need for the success of their studies.

Reading is an interaction between the reader and the writer, Albert (1962:35) said that the text provides information that author wants the reader to understand in certain ways. It is means that the writer hopes the reader can understand the information provided in the text.

From some definitions of reading above which are appropriate to this research is Albert definition and Nunan, because in this research about

how to get the information from the text in certain ways like by combining their background knowledge and what information they read, it is also to improve reading comprehension of the text.

## 2. The Importance of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Reading is an activity that involves greater level concentration and gives conversational skill to reader. It acquired a lot of knowledge. Besides, reading can improve students' attention and comprehension.

In general, there are two reasons why reading is important in daily life reading will help to achieve some aim or information. It means that reading is one of the ways to get information. Harmer (2007:99) also stated reading is needed for career, for study purposes, or simply for pleasure. Teacher or students reads a book to improve their knowledge and people read comic, magazine, or novel for pleasure.

Harmer (2007:99) for language teaching, reading is useful for language acquisition. It can help to improve students' English ability. Brown (1970:161) said that reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too.

In addition to that Nuttal (1996:30) states that reading can be used to improve their language components. It means that by reading, the students may improve their language skill, such as their grammar and vocabulary.

So, reading is important in daily life. By reading we can get pleasure, we can get information and more knowledge. Beside it, in language teaching reading is useful for language learning or to develop intelligent of citizenship.

### 3. Activities in Reading

To make the reading activities efficient, effective, and independent, they are divided into three steps in relation to classroom activities, i.e. pre-reading, while-reading, and post-reading activity. What the students can do for each reading activity may be varied according to the purpose of reading.

#### a. Pre-Reading Activity

Pre-reading activity is previewing before you read, it can make a big difference in how well you understand what you read. The aim of previewing is to find out what you are going to be read before you actually read. You preview to get an idea of what you will find in the text. Then, the information can be delivered into the brain, and your comprehension will be faster and better.

b. Whilst-Reading Activity

In this activity, the students try to identify the main idea of the text, then find the detail in the text and also follow some sequences. So from this stage, the students can understand the text if they can identify the topic and sequence of sentence.

c. Post-Reading Activity

The goals of post-reading activity are:

- a) To provide students with opportunity to assess their own comprehension of the text in light of the purpose (s) for reading.
- b) To extend and elaborate on ideas from the text.

**B. Descriptive Text**

1. 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 Pardiyo (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.

## 2. 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:

### 1) Identification

It is generic part of paragraph which introduces or identifies the character.

### 2) Description

It is a part of paragraph which describes the character.

## 3. Language features of descriptive text

1) Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.

2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.

3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)

4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

#### 4. The purpose of descriptive text

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting (1983:41) It is allowed by using picture, so that the reader can visualize it.

According to Febriani (2011:17) 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 specifically

### **C. Brochure as a media**

#### 1. Definition of Brochure

Brochure is one of advertisement, and advertising is very common in this modern era. We recognize that commercial and advertisements are everywhere on TV and radios, in newspaper and magazines, on billboards and in mailboxes, and now on internet as well. Brochure is designed to inform, persuade, provoke, or motivate. Based on Oxford dictionary brochure is a small magazine that contains pictures and information about an product or a company.

Brochure is also known as short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, product, and etc. (Lisawati, 2008:39)

There are two types of brochure based on its content and objectives. They are informational brochure which informs, educates or persuades, and how brochure will explain or tell the instruction.

## 2. Text Organization of Brochure

(1) Title (2) Date (3) Time (4) Place and (5) Additional Information

## 3. Language Features of Brochure

- Simple tense
- Passive voice

## 4. Advantages of using brochure for teacher and student

- It can help the teacher in explaining the material to the students
- Increasing students' motivation in studying
- To strengthen students' comprehension toward the lesson expected
- It can bring students closed to the every point of visual context with reality
- It can save the time

## 5. Example of Brochure



#### **D. Review of Previous Study**

In doing research, reviewing of previous study is crucial thing, in order to avoid replications and show differences among other studies. The writer tries to review a previous study which is in line with the materials in teaching reading. The study was done by Lilik Suhartatik, entitled, "Using Advertisement in Teaching Writing Hortatory Exposition Text to the eleventh grade students of SMAN 1 Gresik", and her research problems are (1) How is the implementation of authentic advertisement in teaching writing hortatory exposition text to the eleventh grade students of SMAN 1 Gresik, (2) How is the students writing after the implementation of authentic advertisement in teaching writing hortatory exposition text to the eleventh grade students of SMAN 1 Gresik, (3) How are the students responses toward the use of authentic advertisement in teaching hortatory exposition text to the eleventh grade students of SMAN 1 Gresik. In her study, Lilik Suhartatik conducted a descriptive qualitative research, and concluded that Using Authentic Advertisement which were implemented in the Teaching Writing Hortatory Exposition Text have positive effect, that is printed advertisements successfully help the students' difficulties in writing exposition text.

Another study has done by Novita Eka Indah Suryani. The title is "The Use Hotel Brochure as an Authentic Material in Teaching Reading Descriptive Text to Tenth Grade Students", and its research problems are (1) what hotel brochures are used for supplementary reading materials in the teaching reading descriptive text to tenth grade students; (2) how is the implementation of hotel brochures supplementary reading material carried out; (3) how is the



students achievement evaluated. In her study, Novita Eka Indah Suryani conducted a descriptive qualitative research which used self-report and daily assessment, and concluded that the hotel brochures which were implemented in the teaching of reading gave some positive effects, such as (1) increasing the students' knowledge about current issues and open their mind of outside world, (2) activating the students to answer questions related to a text, and (3) improving the students reading ability.

This thesis will be different with previous two theses because the researcher conducts this study in different subject and topic. The researcher focuses on the use of brochure as a media in teaching reading descriptive text to the eighth grade students of SMPN 2 Sumbergempol. The research question is conducting on there is any different significant between before and after using brochure toward students' reading comprehension in descriptive text.