

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the highlight of what be covered in this study. Those are Reading, Reading Comprehension, Descriptive Text, Zooming in and Zooming out Strategy and Previous Studies. The explanation of them will be stated as followed.

A. Reading

1. Definitions of reading

Definitions of reading appear in various perspectives. Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on student vocabulary knowledge, on their spelling or on their writing. Reading consist two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how writer symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts.

In addition, Nunan (2003: 63) stated that "Reading is a fluent process of readers combining information from a text and Reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Meanwhile, Mikulecky (2011:5) states that reading

is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Richard (1992; 397) states that reading is a complex process and depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become independent active readers and to introduce them to pleasure and knowledge which effective reading makes possible.

From definition above it can be concluded that reading is the learning process to identify the word and to understand the word on the texts. Reading is process interactive and communication between the reader and the writer in the text.

2. Type of reading

According to Brown (2001:312), there are several types of reading in the classroom:

a. Oral reading and silent reading

Occasionally, teacher will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

- 1) Serves as an evaluative check on bottom up processing skill
- 2) Double as a pronunciation check.

3) Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advanced levels, usually only advantages can be gained reading orally. The teachers want to use oral reading to serve this purpose because the advantages of oral reading can easily come into:

- 1) Oral reading is not very authentic language activity.
- 2) While one student is reading, others can easily lose attention.

Silent reading may be subcategorized into intensive and extensive reading.

b. Intensive reading

Intensive reading is reading shorter text (anecdotes, short narrative, descriptions, etc) to extract specific information. This is more accurate involving reading for details. In this course, each text is read carefully and through for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during, and after reading. Students do exercises that require them to work in depth with various selected aspect of the text.

Intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

c. Extensive reading

Extensive reading is reading longer text (book, long articles, essays, technical report, etc), usually for someone's pleasure. In this type, students are usually given more freedom to choose reading materials that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by the teacher.

Meanwhile, Grellet (2010: 4) divided four main ways of reading are skimming, scanning, extensive and intensive reading.

1. Skimming is quickly running one's eyes over a text to get the gist of it.
2. Scanning is quickly going through a text to find a particular piece of information.
3. Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading is reading short texts, to extract specific information.

This is more an accuracy activity involving reading for detail.

B. Reading Comprehension

Snow (2002: 11) stated that reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text.

In reading activity, the students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a languages instruction. It's mean that reading comprehension as an active cognitive process in which one will interact with the written symbols and interpret them to get the meaning or idea. The essence of reading comprehension is understands all information delivered by the author.

At the point, reading comprehension is a process reading by which the reader tries to understand meaning of the text totally. Comprehension activity is important because to avoid some misunderstanding information that given, when we did not get the meaning, it's mean we have some mistake information or we cannot comprehend the text. Their prior knowledge and basic reading are needed. Some people who have familiar with the topic will get an easy to understand.

C. Descriptive Text

1. Definition of Descriptive text

Descriptive text is a factual description which describes a particular person, place or thing. The purpose is to tell the subject by describing its feature without including personal opinion. Descriptions are word picture. You tell how something looks, feels, smells, tastes and sounds. You need to become observer and notice many small details so that you can write a good picture (Hogue, 2008: 95). So, descriptive text is text which describe about the feature and characteristics of a certain thing in a detail (person, animal or thing).

2. The Purpose of Descriptive text

Each text has different purpose. Based on the definition of descriptive above descriptive text is a text that describe about something so it can be for expressing, entertaining, and informing about the subject that people see, taste, feel, hear, and touch. As Clouse (2008: 154) stated, “there are five purposes of description such as to entertain, to express feelings, to relate experience, to inform) for a reader unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music video degrade women)”.

In addition, Dietsch (2006: 140) said that, “description has three general purposes like to create imagery, a mood, or an aura of a place; to stimulate understanding and convince; and to urge the listeners to

action”. It can be said the purposes of descriptive text are to inform the specific features of the subject that can also to entertain and to influence the reader. For instance there is a picture of actress used pink dress with the animal print motif; her hair is red and curly; she used a necklace and bracelet and she also used pink wedges. The example of descriptive text above, it can give the information about the actress, it can entertain the reader and influence them to imitate what their favorite actress used.

3. General Structure of Descriptive text

General structure is the part of explaining the descriptive text to identify the object. In descriptive text, the first general structure is identification (introduction of subject), and the second is description. In identification (introduction of subject), the writer introduces the object briefly, and then they describe the features of the object in description part.

In addition, Anderson (1998: 26) said, “a typical description has an opening paragraph introducing the subject of the description, followed by a series of paragraphs each describing one feature of the subject. There can also be a final concluding section that signals the end of the description”. It can conclude that descriptive consist of two general structures which are introduction to introduce the object and description to explain the features of the object one by one and the last is make a summary about the object.

4. The Grammatical Features of Descriptive Text

In the descriptive text, the writer can describe about person, place, and things. According to Buscemi (2002: 267-304), she divided the grammatical features of descriptive text into two types: the first type in describing place and things, using proper noun, using effective verbs, including action and people in the description of a place. The second type consist of describing people, using physical appearance, action, behavior and the writer also need to ask someone about the subject's personality, lifestyle, morals, disposition and soon. Then Anderson (1998: 26) stated there are three grammatical features of descriptive like: Verbs in the present tense, adjective to describe the future of the description". So, the grammatical features that the writer use for describing person, place, and things are effective verb, proper and specific noun, adjective and action verb especially in describing behavior or personality for person and they writers all features by using presents tense.

D. ZIZO (zooming in and zooming out) Strategy

The word of ZIZO is consists of two words, first word is zooming in and the second one is zooming out. According to Karen D. Wood and Janis M. Harmon (2001; 53) (ZIZO) Zooming in and Zooming out is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in specific

content area. It also guides class discussions and reading about an important term that is critical for understanding the topic at hand. It means that, zooming in and zooming out strategy can help the students in understanding or comprehending the topic critically.

Critical comprehension is the highest level of taxonomy of three-level of reading comprehension as discuss above. This strategy is based on the idea that concepts can be learned by closely examining specific features and traits (Zooming In) and by situating the concept within a larger picture (Zooming Out). In other word, Sheri R. (2009; 63) stated that zooming in is a strategy which provides a microscopic look and zooming out gives a panoramic view of the word. Using this strategy at different times to support comprehension of content material—before reading to activate background knowledge, during reading to rely on context for meaning, or after reading to summarize and review information about a word, term, or person.

According to Andrienne Gear (2008; 15), there are five strategies to help students in comprehending non-fiction or informational text:

1. Zoom-in: Active readers recognize, locate, and are able to interpret nonfiction text features.
2. Question/infer: Active readers ask questions and make inferences to further their understanding of nonfiction texts.
3. Determine importance: Active readers are able to find main ideas in nonfiction texts.

4. Connect: Active readers make connections to experiences and background knowledge to enhance their understanding of nonfiction texts.
5. Transform (synthesize): Active readers are able to recognize a change in their own thinking, perception, or perspective through reading a piece of nonfiction text. Some strategies above are used in helping the students to increase the students reading comprehension. Explanation above shows the reader must be able to choose an appropriate strategy. Zooming in can help the students to recognize, locate, and are able to interpret the text. Question/infer helps the students to comprehend the text by asking question. Determine importance helps the students to find out the main idea from the text. Connect helps the students to make connectivity toward the students background knowledge, and the last transform, the students must be able to change the information to their own thinking or perception.

Besides that, Jeff Zwiers (2010; 6) stated that good readers do not just zoom in on the details at the expense of losing sight of the big picture that the author is trying to convey. Rather, good readers have the habit of frequently “zooming out” to think about the big picture- the main idea- in order to avoid getting lost. ZIZO is a good way to learn about something in two different ways. The readers use this strategy to look at the details of an idea, event, or person. At the same time you use it to see how it fits into the “Big Picture.” This task uses a

graphic organizer to record the information. The following explain about the two ways part:

- a. Do the assigned reading and identify the main idea. (zooming in)
- b. Decide what information is most and least important to the main idea (zooming in)
- c. Decide what is similar to the main idea (zooming out)
- d. Decide what is related to the main idea (zooming out)
- e. Decide what is not related to the main idea (zooming in)
- f. Write a summary statement (zooming out)

The step which is explained above is divided based on the criteria of zooming in and zooming out strategy itself. It can be seen that point 1 included in zooming in process, followed by point 2 and 5 are also zooming in process. Zooming out process is shown in point 3, 4, and 5. It is because zooming in and zooming out itself consists of two ways part; zooming in and zooming out process.

Procedures of Zooming in and Zooming out Strategy

There are some procedures of ZIZO strategy. In accordance with Harmon and Hedrick (2000: 156-159), procedures in teaching reading by using ZIZO strategy are described as follow:

- 1) Brainstorming (zooming in and zooming out)

The teacher selects a conceptually important term that demands a though understanding of word knowledge instead of a general understanding. The teacher places the word in the

center of the information display (on chart paper, overhead transparencies, or on the chalkboard) and then asks as the whole class what they might know about the topic. As the students offer the information, the teacher records their responses on the overhead chalkboard or chart paper for later references. This listing is posted near the information display.

2) Reading (zooming in).

The students read a designated passage to find support for what they know and to find new information. The student notes new information by marking the text with a highlighter.

3) Discussion about most important information and least important information

After the student have read and gathered fact, the teacher brings the whole class together to add new facts to the previously established brainstorming list and to confirm or dispute items already listed. Small students groups then must decide on three (or more) most important facts they would want to remember about the topic and three facts that are not as important. The students examine the information list to evaluate each fact in relation to the other facts on the list. Then, the teacher calls the class together to vote on the three most important facts. The teacher records the facts with the highest

number of votes on the information display. The same procedure is used for least important facts.

4) Discussion about the “Similar to” category (zooming out).

The teacher conducts a whole-class discussion to help the students consider ideas, people, or places similar to the topic at hand. To encourage talk, the teacher prompts with questions such as “what does this remind you of?”. On the course of the discussion, the teacher or a student scribe records responses on the information display under this category.

5) Discussion about “related ideas, people or events” category (zooming out).

In the whole-class discussions segment, the teacher helps the students situate the concept with in relation to other concepts. Prompts can include questions such as “you cannot talk about _____ without talking about _____”. This part of activity can also reveal misconceptions or inaccurate interpretations and connections students may have about the topic.

- 6) Discussions about “unrelated ideas, things, etc.” category (zooming in).

The teacher guides the whole-class discussion to help students use their own knowledge to make decisions about what a person would not do or what ideas and things are unrelated to the concept.

- 7) Formulation of a summary statement (zooming out).

The teacher help student to summarize what they know about a person or concepts and to focus on the larger picture in which the topic is situated. The teacher can conduct this segment by having small groups write a summary statement in 10 words or less. The whole class then decides on the best statement for the information display by using the voting format previously described.

E. Previous studies

Many previous studies that is relevant to this research, although it has been conducted through various methodologies, different school and materials. It can be used as a source to collect the information and support this research.

1. Research from Ika Nuryana

In 2016, Ika Nuryana conducted a research entitled “The Effectiveness Of Using Graphic Organizer Toward Students’

Achievement In Reading Comprehension Of Report Text At Man Trenggalek”. Method of this research: the research uses an experimental research design using quantitative approach with One-Group Pretest-Posttest. The result of the research showed that the students’ mean before treatment was 67, 42. And the students’ mean after the treatment was 84, 14. It means that there is significant different score in students’ achievement in reading comprehension before being taught using graphic organizer strategy and after taught using graphic organizer strategy. The conclusion is graphic organizer strategy toward students’ achievement in report text. By those finding it can be concluded that Graphic Organizer can be applied of teacher during teaching and learning process.

2. Researcher from Lutvy Zainnatul Kibtiyah

In 2017, Lutvy Zainnatul Kibtiyah conducted a research entitled “The Effectiveness Of Using Picture Word Inductive Model Strategy On Reading Ability Of Descriptive Text At The Seventh Grade Of Mtsn Bandung In Academic Year 2016/2017”. Method of this research: the research uses an experimental research design. The students’ mean score before treatments is 64.27 and the students’ mean score after treatments is 77.93. So, the students’ mean score after being taught by using picture word inductive model is higher than students’ mean score before being taught by using picture word inductive model ($77.93 > 64.27$). The conclusion is Picture Word

Inductive Model can improve the students' descriptive text reading ability at the seventh graders of MTsN Bandung in academic year of 2016/2017.

3. Researcher from Lulu walidaini

In 2015, lulu walidaini conducted a research entitled "the effectiveness of reciprocal technique on students' reading comprehension on report text. Method of this research: the research uses quasi experimental research design. The classes were designed as experiment class and control class. Both of the classes were given different treatment. The conclusion is reciprocal technique can improve on students' reading comprehension on report text.

Considering all of studies above, I assume that there are still many teaching technique to improve students' reading comprehension. The research about application of ZIZO (zooming in and zooming out) strategy toward reading comprehension will be conducted.