

CHAPTER II

LITERATURE REVIEW

This chapter consisted of the concept of ability, concept of reading, concept of descriptive text and previous related study.

A. Literature Review

1. Concept of Ability

According to Raynal (2015:5), ability is competence based on natural skill, training, or other. Ability means the competency which can be done by the students covering, cognition, psychomotor, and affection. According to Houghton Mifflin Company (2019:4), ability is the quality of being able to do something, especially, physical, mental, financial, or legal power to accomplish something. Based on the concepts explained above, the writer can conclude that ability is natural skill, the capacity or power to do something that performed to reach the best quality, such as competence, intellectual and talent, mental, financial, or legal power.

2. Concept of Reading

According to Ruddell (2015:31), reading is the act of constructing meaning while transacting with text. Just as we use information stored in schemata to understand and interact with the world around us, so do we use this knowledge to make sense of print. Reading is one of the four aspects which has a high difficulty, and it is crucial in teaching and learning process. Strong understanding is trully needed in this learning (Ahmad, 2020). According to Tarigan (2018:07), also stated that reading is a process to do and also used readers to get message, will sent by the writer's through words media or written language. The goal purpose of reading is to able get information, content reading, and than reading comprehension meaning. Accroding to Brown (2015:189), there are four types of reading performace namely:

- a. Preceptive reading task involve attending the component of larger stretches of discourse such as letters, words, punctuations, and other graphemic.
- b. Selective reading, certain typical task are used: picture-cued task, matching, true-false, multiple choice, etc
- c. Interactive reading, several paragraph such as recipes, memos, announcements, directions.
- d. Extensive reading, more than a page such as articles, essays, technical report, short stories and books.

From the definition above, researcher conclude that reading is an activity to identify and comprehend a written language and the reader can get some new information and knowledge from read.

3. Concept of Descriptive Text

Descriptive texts are concerned with the location of persons and things in space. They will tell us what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration. According to Pätzold (2017:2), descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. According to Priyana (2018:4), descriptive text is a text which is telling about the characteristics of a particular thing, such as person's characteristics or descriptions. According to Jane (2018:4), descriptions focus out attention on the characteristic features of a particular thing. These texts are particularly important in English and Science. The Purpose of descriptive text is to describe a particular living, non-living or natural phenomenon.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our

pets or a person we know well. According to Peterson (2015, p. 12), the purpose of a descriptive text is to provide detail to show the reader what you are referring to. Use detail and words to allow the reader to picture what you are describing. A descriptive text is the organized manner in which the details are presented (usually in the form of a paragraph).

According to Cavanagh (2018, p. 15), descriptive text focuses attention on the characteristic features of a particular thing. These texts are particularly important in English and Science. While description can occur as 'stand alone' texts, they are often part of a longer text, such as the description of a character or setting in a story or Biography. Although they might not always be seen as distinct text types, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of text types. The purpose of descriptive text is to describe a particular living, non-living or natural phenomenon. Descriptions can 'stand alone' but are often part of other texts, e.g. Information Reports. The language of descriptive text is characterized by noun groups used to provide information. Use of thinking and feeling verbs to express the writer's personal view about the subject are also common. The use of similes, metaphors and other types of figurative language can also be used, particularly in literary descriptions.

According to Malikatul, et al (2017, p. 245), a descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways. According to Malikatul, et al (2017, p. 245), generic structure of descriptive text involves:

a. Identification

In this part the writer describes an introduction to the objects/things described which includes who or what, when, where.

b. Description

In this part the writer describe a description of an object. For example the color, the size, the smell, the taste, etc. For persons: what they look like, what they do, how They act, what they like or dislike, what makes them Special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

The language features of descriptive text include the following indicators:

1) Nouns

According to Glencoe (2019:34), a noun is a word that names a person, place, thing, or idea. There are two basic kinds of nouns: common nouns and proper nouns. Proper nouns name individual things. But these things are many and varied. They include individual people (Madonna), individual animals (Lassie), individual places (Addis Ababa); individual things (Earth). a Common noun is used to name any person, place, thing, or idea. Common nouns can be either concrete or abstract. Concrete nouns name things you can see or touch while Abstract nouns name ideas or feelings. Example: Book, City, Soldier, Bread, and Stone

2) Simple Present Tense.

The simple present tense is used to describe everyday activities and habits, to make general statement of fact and to express opinions (Laurie. 2018, p. 11).

Examples:

Mr. David *teaches* English in school.

Lucy *passes* the examination in school.

He *goes* the mountain.

My mother *washes* the clothes.

3) Noun Phrases

According to Laurie (2017, p. 12) a noun phrase includes a noun a person, place, or thing and the modifiers which distinguish it. Modifiers can come before or after the noun. Ones that come before might include articles, possessive nouns, possessive pronouns, adjectives, and/or participles. Such as it was a large open rowboat, a sweet young lady, the deaf person, etc.

4) Adjectives

According to Laurie (2017, p. 45), a word that describes persons, places, or things is an adjective. An adjective usually answers one of three questions about the noun or pronoun it modifies. The adjective residential classifies the area, tells us what type of area it is.

5) Relating verbs to give information about a subject, such as my mum is really cool; It has very thick fur, the rest remains at home, etc.

6) Thinking verbs and feeling verbs to reveal the writer's view, such as the police Believe the suspect is armed; I think it is a clever animal, etc.

7) Verbs

Laurie (2017, p. 28), said that a verb is a word that shows action (runs, hits, slides) or state of being (is, are, was, were, am, and so on).

Examples:

- He ran around the block.
- You are my friend.
- If a verb follows to, it is called an infinitive phrase and is not the main verb. The main verb either before or after the infinitive phrase.

8) Adverbs

According to Laurie (2017, p. 35), adverbs are modifiers of verbs, adjectives, other adverbs, or sentences. They are used to enhance one of these types of words or a sentence. For instance, adverbs modifying verbs often answer questions, such as: How? When? Where? Why? To what degree? Or to what extent of quality/quantity?

Examples:

- Helen shouted **loudly**.
- Sara's plane flew **faster** than Camille's plane.
- **Honestly**, I cannot attend the wedding.

Example :

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black. She always wears fashionable clothes. Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.

(source; Helena Agustien et al, 2018)

B. Previous Related Study

The first previous related study had done by Febriana, et al, (2019), entitled "A Study on Students' Ability In Using Pictures on Reading Descriptive Text at 10th Grade MA Sabilal Muhtadin Tembilahan. The purpose of this study is to investigate how the students' ability in using pictures on reading descriptive texts. The research design of this research was descriptive quantitative research. The population in this research was 10th grade of MA Sabilal Muhtadin Tembilahan, the population was group or cluster as classes. The sampling technique was a purposive sample. The students' mean score was 63, it can be seen 6 students in interval 81-100 with category is very good, or with presentation (15%), 16 students in interval 61-80 with category is good, or with presentation (41%), 13 students in interval 41-

60 with category is enough, or with presentation (33%), and 4 students in interval 21-40 with category is poor, or with presentation (10%) and 0 students in interval 00-40 with category is Very poor, or with presentation (0%). In conclusion, the overall students' ability in using the picture was good.

The second study was written by Ahmad, et al (2020), entitled "A Study on Students' Ability In Reading Descriptive Text; A Case Study at Sman 1 Sikur". This study was intended to find out the students' ability in reading descriptive text. Reading skills are considered as an important skill and are uneasy to acquire. In this study, there were 40 students of the second year students of SMAN 1 Sikur are involved as the subject of this study. The method used in this research is a quantitative study. In collecting the data, the writer used a reading test. The data were analyzed through basic statistical computation. To find out their ability and difficulties in reading descriptive text, the test was used which consists of 25 items to students in the form of multiple choice. The test score for each item was 0.4 points. The result of data analysis showed that the mean score of the second year students of SMAN 1 Sikur in reading the descriptive text was fairly good. There were 21 (52.5%) students who were in a high position and 19 (47.5%) students were in a low position. Although 52.5% of students in a high position and 47.5% in a low position, the students' mean score shows a low position, it is 7.2 mean score which classified as fairly good. Therefore, the ability of the second year students of SMAN 1 Sikur has not been in a high position which is categorized from excellent to good score level. This is caused by the lack of reading strategy and vocabulary. The two weaknesses become students' difficulties in reading descriptive text.

There were similarity and differences between the previous study and this study. The similarity of the writer's study with her study was in the method used, that was running

dictation technique. Otherwise, the differences were in skill used, location, time, population, sample.