

CHAPTER II

LITERATURE REVIEW

This chapter discuss about theoritical framework that consist of concept of ability, concept of reading, concept of descriptive text, and previous related research

A. Theoritical Framework

1. Concept of Ability

According to Carr (2011) ability was measured in the term of constitutional different between individual when other factors were ruled out, method for which were suggested. It means the competency which can be done by the students convering, cognition, psychomotor, and affection. Competency standard for English subject was a competence that students should had as a result of learning English competence can be defined as person's ability to do something. According to Raynal (2010) ability is competence based on natural skill,training,or other. Ability means the competency which can be done by the students convering, cognition, psychomotor, and affection.

According to Harmer (2007) many teachers were extremely worried about the fact that they have students in their classes who were at different levels of proficiency. Indeed, mixed-ability classes are a major pre-occupation for most of us because they appear to make planning and the execution of plans in lessons extremely difficult. Many teachers see mixed-ability classes as especially problematic. Yet in a real sense all classes had

students with mixture of different abilities language levels. Know this to be true given what it said about multiple intelligences and differing primary perceived systems (what stimuli individual students respond best). And it was inconceivable that any two students will has exactly the same knowledge of English at any one time. Even if it were able to assemble a class of complete beginners, it would soon be clear that some were learning faster than others or learning different things.

In private language schools and language institutes, it try to made this situation manage by giving students placement tests, so that they can be put into classes with people who were at roughly the same level as they were. Within other school environments, students were often streamed that was re-grouped for language lessosns according to their abilities. In other situations such placement and straming was not possible and teachers were faced with individuals who had different learning styles and preferences.

According to Wiradisma (2019) state that reading ability is a reading, thinking activity and as such relies upon toward its success toward the level of intelligence of the reader. His or her speed of thinking ability detects the relationship. It means that inreading ability, the readers have to involve their intelligence because it can influence their ability in comprehending what they read.

Based on the concpts expained above, the researcher conclude that ability was 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

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. McKee (2012) stated reading is an activity performed to develop an understanding of a subject or topic. Reading helps you learn to think in the new language, build a better vocabulary, makes you comfortable with written English. Reading is one of four language skills that has an important role for the students. According to Troyer, et al. (2019) from the reading activity, students can get information and support their writing, speaking, and listening skills because it can acquire vocabulary, grammar, and discourse markers.

According to Alqarni (2015) the foreign language reading process has several similarities with first language reading, such as background knowledge, content information, procedural and linguistic structure. Scanlon, et al. (2010) reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. Reading is also a complex process and children react to instruction in very different ways. Reading is defined as an activity between the reader and the text. While the reader sees the text and can interpret the meaning of the

written symbols, it is correct reading. In other words, reading is an activity that does not only take words from the text but requires the reader to interpret what is happening in the text. Adhini (2017) reading is a useful activity because students get data from texts and can expand their English capacity through its implications. Even though reading is one approach to constructing information and practicing language, there are still many students who do not understand English texts. At that time, students' attention in understanding reading texts was influenced by reading learning methods. In addition, the main goal of the reader is to understand the reading text, so the reader does not just read, but the reader must know the reading text contained in the text. Anwar, et al. (2020) besides the reader must know the reading text, the reader also in reading certainly requires an understanding of what he will read.

Reading is an important skill that all people need to have in order to be successful in accessing information. According to Mckee (2012) reading people do not only need to recognize and read the printed-words on the page, but they also need to comprehend what those words mean as a whole. In other words, one of the best tips on improving reading is to think about how you read in your own language. Start by thinking about how you read different documents. How do you read newspaper? How do you read novels? How do you read train schedule? And so on. Taking time to think about this will help give you clues on how to read in English – even if you don't understand every single word.

There are four types of reading as follow:

a. Skimming

Skimming means read quickly by running one's eyes over a text to get the gist of it.

b. Scanning

The scanning means reading quickly by going through a text to find a particular piece of information.

c. Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive reading

Intensive reading means reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for (Lubis 2019).

Based on the explanation above, Reading is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language ability (being able to understand the meaning of the words and sentences).

3. Concept of Descriptive text

According to Oshima and Hogue (2013) Descriptive text is writing about the characteristic form of certain things. The descriptive text show things that can be observed because the text describes how something or someone. Descriptive text is a text that describe a particular person, place, or thing. In short, writing a descriptive text is a way of picturing images verbally in speech or writing and arranging those images in order to the reader can feel the situation was described. In this research the descriptive text focuses on describing thing.

According to Priyana (2018) descriptive text is a text which is telling about the characteristics of a particular thing, such as person's characteristics or descriptions. According to Siregar (2021) 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. Marta (2005) stated that the generic structures of descriptive text are: the identification and description.

a. Identification

The identification identifies the person, place or thing to be described.

b. Description

The description describes parts, qualities, and characteristics of the person, place or thing to be described.

In addition, Grace and Sudarti (2007) stated that there are several language features used in descriptive text:

- 1). Using simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- 2). Use linking verb, that show an activity. For example, run, sleep, walk, cut, etc.
- 3). Use adjective and compound adjectives, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- 4). Use of degree comparison/ Specific participant : has a certain object, is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple, uncle Jim

Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, place and things physically by their appearance. Mastering descriptive text helps the students to make another kind of text such like narrative text, recount text and report text.

B. Previous Related Research

In the first previous research from Wiradisma (2019), studied “Students’ ability in Reading English Descriptive Text: A Case Study at the Second Grade Student of SMPN 1 Kuripan”. The researcher used the quantitative method. The result of students perceived the main difficulties in reading English descriptive text is translating English word to Indonesian, whilst the main causes of the students' difficulties in reading English descriptive text are grammar and lack of vocabulary. It can be seen from the

questions that most students choose grammar gave additional difficulty and lack of vocabulary also contributed to students' difficulties in understanding the reading text.

The second previous research from Siregar (2021) studied "Students' Reading Comprehension in Descriptive Text". The researcher used the descriptive quantitative method. The result of this scores the students ability in enough ability and actually it should be accepted hypothesis. It means that the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was categorized into enough ability.

Based on previous research, the similarity of this research is knowing the ability to read using descriptive text. While the difference lies in time, location, population and sample. Besides that, there is also a difference in the interest in learning English because students at MTs Al-Azhar Center Baturaja are more focused on learning Islam.