

CHAPTER TWO

LITERATURE REVIEW

1.1 Previous Studies

During investigation, the researcher came across some earlier studies that could serve as a foundation for researcher. In this section, the researcher tries to explain what the findings of earlier studies are and will incorporate certain research findings that are pertinent to their own study.

The first research entitled, “The Effectiveness of Using THIEVES Strategy in Teaching Reading of Recount Text (An Experimental Research with the 8th Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)”, written by Ananda (2016). This research was aimed to find out the effectiveness of THIEVES in teaching reading of recount text to 8th grade students in SMP Negeri 23 Semarang. The method used in this research was experimental research, which conducted in two groups; experimental group and control group. The class that has been taken is grade 8 SMP Negeri 23 Semarang. This research was conducted in two classes; VIII A as the experimental group was taught using THIEVES and VIII B as the control group was taught using non-THIEVES.

The second research entitled, “The Effect of Using THIEVES Strategy toward Reading Comprehension of the Second Year Students at MAN Kuok” written by Arrohmah (2019). The objective of this study was to find out the ability of the second year students in comprehending reading text by using THIEVES strategy, and to obtain the effect of using THIEVES strategy toward reading comprehension of the second year students at MAN Kuok. To analyze the data, the researcher used

independent t-test formula. The result of data analysis was higher than t-table. In other words, there was a significant effect of using THIEVES strategy toward reading comprehension of the second year students' at MAN KUOK. Therefore, it can be concluded that students reading comprehension taught by using THIEVES strategy was higher than student reading comprehension taught by using three phase technique.

The third study which has relevance with this research was conducted by Nurainun (2017) under the title "Improving The Students' Reading Comprehension in Narrative Text By Using Concept Oriented Reading Instruction At Grade VIII Private Islamic Junior High School Ali Imron Medan". The 26 students who are second-level students were the study's population. The researcher employed a reading test, observation, an interview, and documentation as her data collection tools. According to the test, result is 39.80, and the first cycle result is 87.86.

The fourth study which has relevance with this research was conducted by Indriani (2016) under the title "Improving Students' Reading Comprehension through Scanning Technique at The Second Grade of SMP N 21 Bandar Lampung, it was chosen via a simple random sample and has a class size of 29 students as the experimental group. In this study, a reading test was performed. The results showed that the students' mean pre-test score was 12.21 and their post-test score, following the use of the scanning approach, was 16.53, with a gain of 4.32. It denotes that there was a substantial difference in the students' reading comprehension between instruction using the scanning technique before and after taught through scanning technique.

The fifth study which has relevance with this research was conducted by Wahyuningsih (2013) under the title “Improving Students’ Reading Comprehension Through Student Teams- Achievement Divisions (STAD) at SMA Negeri 1 Karanganyom Klaten in the Academic Year of 2011/2012. The results of this study show that the implementation of STAD in the reading class is believed to be effective to improve students’ English reading comprehension ability. This implies that the implementation of STAD gives positive effects on improving students’ performance and achievement in the teaching and learning process. It can be shown by the improvement scores of pre-test and post-test from 58.4 to 71.1.

From the previous above, the researcher conducted the research with the different research design. Compared to many earlier studies, which used a pre- experimental design as their research methodology, this study used a Classroom Action Research (CAR) design. There are the eleventh grade students being subjects in this research. This study was also conducted in different setting, that is in SMA Negeri 1 Palas.

1.2 Theoretical Framework

Theories are needed to explain certain concepts or phrases used in the research in order to undertake it. This study also employs a few terminologies that require a theoretical explanation. The following provides a theoretical explanation of the terms and concepts utilized.

1.2.1 Concept of Reading

English as an international language makes students must be able to master English. Since English has four language skills, it means students also should be able to master all of them. One of them is reading skill. Pang. et al. (2003) argued that

reading is a complex activity in understanding written text that involves both perception and thought, also consists of word recognition and comprehension process.

Furthermore, Nunan (2003) divides reading into two types, strategic reading and fluent reading. Strategic reading is an ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. And fluent reading is an ability to read at an appropriate rate with adequate comprehension. Both of those reading is important and related to each other. Reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the Grammar. It is not just translating. The National Council of Teacher of English (NCTE) Commission on Reading (2004) states “Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.”

From the definition above, the researcher comes to the conclusion that reading is a process to understand the message provided in the text. In other words, reading is the process of obtaining the author's intended meaning from printed or written information. During this process, the reader combines his language skills and knowledge of the real world to understand the meaning.

1.2.2 Purpose of Reading

Reading, a required skill in academic and social life, is a basic language skill. Although there are many definitions of reading, Akyol (2019) stated that reading is the process of establishing meaning in a suitable environment using appropriate information based on effective communication between the author and the reader in accordance with the appropriate aim and method, may be the most descriptive. This definition indicates, reading and comprehension may seem to be different things, but are actually two parts of a whole that needs continuous improvement in education.

For students, the ability to read plays a crucial role. According to Pustika (2019), Indonesian students should learn English so they can read materials that are relevant to their studies or careers. Due to the fact that reading is now a part of daily life and is one of the abilities that students studying English as a foreign language must learn. Additionally, kids can develop their language, experience, reading abilities, and thinking through reading activities (Ayu, Diem, & Vianty, 2017). What they read and what they need to know will provide them with information and inspiration (Sasalia & Sari, 2020). Reading is the activity that students often learn and practice in English as a second language, according to McDonough et al. (2013). It is employed to gain a thorough comprehension and knowledge of the content. Since Reading allows students to constantly refresh and add to their knowledge, it can help them develop into lifelong learners (Pustika, 2018).

Therefore, learning reading has effect on language ability. Reading provides many advantages. Reading is one of the key abilities in learning English. It is why reading is one of the important skills in learning English. Furthermore, Kharsen in

Mickulecky & Jefries (2004) mentioned that there are some pointers for pleasure reading that help people to: 1) improve their vocabulary, 2) increase their reading speed, 3) improve their comprehension, 4) improve their writing, 5) gain more knowledge, and 6) find the examples of many different ways people speak and write.

After comparing many journals and sources, the researcher concluded that one of the four English skills that students must master is reading. For students to become more fluent in English, reading is crucial. Students must comprehend that reading is done in order to comprehend the text and derive its messages. Students are expected to comprehend a variety of texts, including narrative, recount, and descriptive texts. Teaching and the process of learning to read must go smoothly in order to improve reading abilities.

1.2.3 Aspect of Reading

1. Main Idea

Main idea is called the topic sentence (Mc. Whother, 1986:36). It summarizes the paragraph's contents. To put it another way, the primary concept is the central notion that the author develops throughout the paragraph and that may occasionally be found in key terms and implicit or explicit messages..

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

1.2.4 Definition of Reading Comprehension

Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes that have for reading. Soleimani & Hajghani (2013) discovered that reading strategy training can lead to learners using a wider range of reading techniques. However, while students' awareness of strategies and their ability to employ them while reading might help them improve their reading comprehension, reading strategy teaching alone will not be able to significantly improve their reading performance if the students are unaware of it.

Reading comprehension is critical in the reading process, which includes some definitions. The definition of comprehension is the capacity to comprehend. The

reader's capacity to derive meaning from the text is what is meant by comprehension in this context (Roit, 2015). It refers to a person's capacity for information comprehension, a thorough comprehension of knowledge, a realistic assessment of knowledge, or intelligent responses. The capacity to understand the meaning or purpose of a written material is known as reading comprehension (Maita, 2013). This idea focuses on two essential elements of reading: the language itself and the visual symbols used in the writing that are read to communicate information. Therefore, a person who participates in reading comprehension exercises must be proficient in the language or style of writing used in the reading and able to understand the information or text's contents. Additionally, a reading comprehension strategy is an action carried out in a particular situation with the aim of enhancing some component of knowledge, according to McNamara (2007). Reading strategy instruction, according to Soleimani & Hajghani (2013) can encourage students to employ a larger variety of reading strategies. However, if students are not aware of reading strategies, teaching them will not be able to significantly increase their reading performance. While students' awareness of strategies and their ability to use them while reading may assist them improve their reading comprehension. Reading comprehension, according to Oakley (2011), is the goal of reading and is the ability to integrate background information into text-reading. Lifelong learning should prioritize reading comprehension. The reader and the text engage in conversation as they read. The reader's experiences, skills, motivation, and reading objectives all have an impact on comprehension.

So, reading comprehension is clear that in order to understand the contents of the text, namely the thoughts of the author and the information conveyed, the reader

must first understand what he reads. Also, the ability to understand the importance of passages that contain words or symbols both written and printed and in which the reader is provided with information, messages, or details regarding the student's past experiences and knowledge.

1.2.5 Steps in Reading Comprehension

The process of reading according to Khan (2019) divides into three stages. The 3 stages combined form is known as stages of reading. Besides, reading influences how much an individual remembers and understand the text. The three stages of reading are pre-reading, through reading and post-reading.

1. Pre-Reading

In the pre-reading stage, a person prepares herself or himself for the things that they are going to read. In addition, according to research previewing the text can increase the reader's involvement with the text. These are:

a. Set-up a purpose

Decide a written or mental goal for a reading. Moreover, this purpose will help to locate the specific information or idea that need to summarize the text.

b. Make Predictions

Use the title or sub-heading to generate an idea about the book or text. Also, try to figure out how the researcher will try to communicate the topic. Besides, prediction makes curious about what the topic is.

c. Questions Ask

Some questions before the start reading, which according to the text will answer.

d. Build Knowledge

In this first of all think about the topic and then acquaint with the content. Also, make

yourself familiar with the language, format, topic, issue, and ideas that it will cover. In addition, in what way the language and organization of the text are used for specific purposes. Besides, the purpose of writing can be describing, informing, persuading, interacting, finding out, entertaining, recording, and regulating.

e. Scan the Vocabulary

Quickly look over the text for new words and then try to find their meaning from the context.

f. Skimming

It is a process in which a person just do a surface level reading and pay attention to the visuals, sub-headings, and format to govern if the text gives the information it needs or not

g. Scanning

It simply means that do a quick reading o the text and look for keywords, ideas, phrases, visuals, subheadings, and format.

2. Through Reading

It means to look for clues in the text to obtain the author's meaning and purpose for strengthening the skills of the reader.

a. The order of reading

The texts should be read in the order list them here. Before reading the entire text in depth, it is also helpful to understand the overall meaning. Also, some people decide not to read the whole book after going through this cycle. The order is: 1) Heading or title, 2) Sub-headings, 3) Head Paragraph, 4) Final Paragraph, 5) The first sentence of every paragraph, 6) Entire text.

b. Joining different elements of the text

Pay attention to what the teacher is saying and how she/he expresses it. Also, what is the clear and secret meaning in the text? Try to figure out the sense of the author in relation to the topic.

c. Guess

When get stuck on a word then try to read the whole text and guess its meaning accordingly. This will help to learn new ways to use a word.

d. Silent reading

It is the quality of good readers that they read silently. Besides, reading aloud slows down. Also, it forces to listen to the sounds of words rather than their meaning.

e. Getting answers

Look for the answer to the question that asked in the pre-reading stage. Moreover, it helps to determine to predict the text.

3. Post Reading

In this simply go to the pre-reading stages and try to fill the gaps that make according to the assumption. In addition, prepare a detailed sketch of what have learned and compare it with prediction.

a. Evaluation

This helps students in carrying out how effective writing is whether the researcher is successful in an achievement or not.

b. Map

Students should be able to make a visual presentation of the text and the different ideas in it with the main idea in the center.

c. Discuss

Students must analyze the language, content, and pattern of the text.

d. Initial prediction

Students have to check whether the initial prediction is correct or not.

e. Questions before reading

Students should try to answer all of pre-reading questions.

1.3 Concept of Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing (Siahaan, 2013). It means that descriptive text describes about something specifically. According to Mutiara (2014), descriptive text is a text which lists the characteristics of something. Based on Sumarsih & Sanjaya (2013), descriptive paragraph is a paragraph that describes a particular person, place or event in great detail. Descriptive text is a form of text that contains an overview of an object. In English, it is understood that descriptive text is text that contains a description of an object, i.e., animals, places, people, objects, etc. If the text above is an example of a place description. According to Khairuzzaman (2016), the result of the study is this study is about descriptive text writing. Writing is a part of four language skills that the students have to be comprehended. In fact, many students are unable to do so because they believe that learning to write is difficult. Several reasons exist for this dilemma. One is that grammatical rules for the English language are much different than those of Bahasa Indonesia. Second, students typically process a limited vocabulary. Third, students do not have much motivation to write English text.

One of potential solutions to increase writing skills for writing (descriptive text) using cartoon media. In applying cartoon media, the teacher asks students to describe items based on a cartoon, and then after the students have described things such as colour and form. Descriptive text is included in English curriculum in

Indonesia (Kemendikbud, 2013). Knowing how the text should ideally be composed is essential for the teacher as the one who is responsible in delivering it in the classroom and for the students who are demanded to master it. Since descriptive text, like other text types, is not only constructed with some rigid rules in the form of sentences, but also composed by considering its purpose and the meaning of each structures, teacher needs to have enough knowledge of how those clauses make meaning. In other words, teacher should have a good the knowledge of Systemic Functional Linguistics (SFL). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on.

So that, the readers or hearers can possibly notice what the student is writing about as if they could directly see it through their own eyes. Like other genres, descriptive text also has its structure or stages.

1.3.1 Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2013), the generic structures of descriptive text are as follows:

1. Identification

Identification explains about the topic or identifying what or who want be described.

2. Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

1.3.2 Social Function of Descriptive Text

The social function of descriptive text is to describe particular people, animals, and other things. The generic structure of a descriptive text is identification and descriptions. Some lexicogrammatical features of description are a) Focus on specific Participants b) Use of Attributive and Identifying Processes c) Frequent use of Epithet and Classifiers in nominal groups d) Use of the simple present tense (Gerot & Wignel, 1994).

1.3.3 Language Features of Descriptive Text

Kemendikbud (2013) stated the language features of descriptive text are:

1. Using simple present tense

This idea will play an important role in the language of descriptive text. Writing correctly requires students to understand the use of the simple present tense, especially when writing descriptive material. Student conversations about things generally use the present simple, do not just consider the present. When something happens frequently or consistently, or when something is true in general, can use this expression.'

2. Using Nouns

That have correlation with people, place, and famous historical building.

3. Using Adjectives

That have correlation with people, place, and famous historical building.

4. Using spelling and handwriting clearly and orderly.

5. Using Utterances


Stressing and intonation when students are asked to present their work.

1.4 Teaching Reading Using THIEVES Strategy

THIEVES is a reading technique that enables students to read a chapter in its entirety before starting to read it. In essence, it prepares the brain to absorb and better retain the significance and application of the course material.

1.4.1 Definition of THIEVES Strategy

THIEVES is a pre-reading technique that uses an acronym that is simple to remember to establish the goal of reading. Before reading the complete text selection, students learn how to "steal" information from the Title, Headings, Introduction, Every First Sentence, Visuals/Vocabulary, End-of-Chapter Questions, and Summary.

 Previewing Informational Sources	
T	Title
H	Headings
I	Introduction
E	Every 1st sentence in each section
V	Visuals & Vocabulary
E	End of source
S	SUMMARIZE

Adapted from Manz, 2002 (Document created by Meghan Duermit, 2013)

Figure 2. 1 Acronym of THIEVES strategy

Using THIEVES enables readers to recognize crucial ideas, create a framework for reading, and anticipate the ideas that might be presented in a text passage.

THIEVES, according to Manz (2002) is a pre-reading technique that has a clear objective for reading and uses an easy-to-remember acronym. Students will learn

to "take" information from the title, introduction, every first line, visual/vocabulary, ending, and summary using this method. This method, which may be utilized by teachers in the classroom to teach reading, is not only straightforward in terms of procedures, but it can also help students activate their prior knowledge in different ways to better understand the reading texts they are reading. THIEVES is one of the ways for activating students' background knowledge

Benedict as cited in Sari (2013) mentioned that THIEVES (title, heading, introduction, every first sentence, visual and vocabulary, end of chapter questions, summary) is a reading strategy to build extensive knowledge of the students when reading a text. This strategy is to analyze the main idea and supporting detail from the text. Zwiers (2018) says that THIEVES is an acronym that helps students go through all the necessary prereading steps before diving into a textbook chapter and get students to build extensive knowledge of the text even before they read the first normal words of a chapter.

THIEVES is an activating strategy including seven steps with the purpose of providing necessary knowledge for students before going through the text. The strategy helps learners to activate their previous knowledge (schemata). In this strategy, students steal information from the text's Title, Headings, Introduction, Every first sentence, Visuals/Vocabulary, End-of chapter questions, and Summary before reading the whole text. Using this activating strategy helps students in recognizing important concepts and also argues about the ideas of a text passage (Manz, 2002).

1.4.2 Steps in THIEVES Strategy

According to Zwiers (2010), there are three steps that THIEVES learn:

First inform the students up front that they can now "steal" information from the book before they have even read it. Next, demonstrate how to go through each component in the acronym THIEVES. To record the information, use an overhead. Students can give students a THIEVES bookmark to fill out while they read, as well as the reproducible THIEVES practice with boxes for each letter. After completing stages 1 and 2, students can finally employ the THIEVES technique to speed up the reading process.

Additionally, Brunner (2012) describes the three stages of THIEVES' learning process as follows:

1. Instructing students to read a chapter preview before reading it is the first step.
2. Explain the THIEVES next.
 - a. Title

Consider the chapter's content after looking at the title. Consider the existing body of knowledge on the subject.

- b. Heading

Pay attention to the heading. What are the main subjects? Consider how could pose a question in the heading.

- c. Introduction

Read the introduction and consider what is most crucial. Consider the chapter's contents in advance).

- d. Each First Sentence

Read every first sentence for each paragraph).

e. Visual

consider images, maps, and other visuals. What do they represent?

f. End of Chapter Questions

Find the question in the margins at the end of each section and at the end of the chapter. Keep these questions in mind while reading the text

g. Summary

Read the chapter summary, remember what has been read.

3. Help students understand by demonstrating how to apply this approach until they are confident with all the stages involved. In conclusion, students' use of the THIEVES technique in reading comprehension is crucial.

1.4.3 The Elements of THIEVES Strategy

According to Zwiers (2010) there are some elements of THIEVES Strategy as follows:

1. Title

The title is talking about what the students already know about the topic, how does it connect to the previous chapter, does the title express a point of view, and how the ways to turn this title into a question to focus my reading.

2. Heading

The heading is about how does this heading show that will be reading about and what is the topic will be explained in the paragraphs beneath it.

3. Introduction

The introduction is about there a sign from the introduction, does the first paragraph introduce this chapter and is there important information found.

4. Every first sentence in a paragraph

This chapter is going to be about based on the first sentence in each paragraph.

5. Visuals and Vocabulary

In this section the students focus on understanding the meaning from photograph, maps, and other graphics. Also, how students can find the important words with special signs.

6. End-of-chapter

What do the questions want? What information do the readers need to answer the questions? What information can readers learn from the questions? should keep in mind the questions at the end of the chapter, so readers can find where the information is located.

7. Summary

What students understand and remember about the topics covered in the summary. Summarizing activities require the ability to be able to express the researcher's ideas in a shorter form. This activity is required to understand the text read.

1.4.4 The Advantages of THIEVES Strategy

According to Gusvianti & Triarina (2012), there are some advantages of THIEVES strategy: the first is the students can be easy in learning process and to find information from the text. The second is the strategy is a way to get students to build extensive knowledge of the text even before they read of the text. Next, the strategy can help the students make connection and prediction based on prior knowledge and clues found within the text. And then, the strategy is very effective in improving students comprehension of what their read because the students know main idea and information of the text before they read and give contribution for students in learning process. So, THIEVES strategy is important for students. It is

help them do their task effectively and clearly.