CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Reading

2.1.1.1 Definition of Reading

The acquisition of reading proficiency is considered one of the fundamental components in the process of acquiring English language abilities. The act of reading has the potential to provide individuals new insights and information. In the context of English as a second language instruction, a range of reading activities, resources, texts, and assignment questions are employed to facilitate the teaching and learning process. These experts possess insights into the act of reading.

(Ismail et al., 2017), Reading serves as a means of communication in written language, enabling individuals to engage with and understand various forms of text. Reading is the most effective way of learning about many elements of life. Reading provides a wealth of knowledge. Reading plays a significant function and is a daily need for everybody who needs to obtain knowledge. Reading is an essential ability for English as a second language students.

Proficiency in reading English texts is crucial, acting as a bridge that facilitates a better understanding of the subject matter within textbooks (Ismail et al., 2017). This implies that reading is an activity focused on comprehending the intended meaning conveyed in written materials.

Grabe William (1980) posits, as cited in (Megawati, 2017), that reading is the cognitive ability to derive significance from written material and comprehend it with expertise. The act of writing may be understood as a symbolic process in which abstract concepts originating from the human mind are transformed into written language, so enabling readers to obtain information and acquire knowledge from the textual material.

According to Harmer (2010:99), as cited in Megawati (2017), reading plays a significant role in the process of language learning. The act of reading enables individuals to acquire a greater breadth of information and facilitates comprehension of foreign languages.

(Daud et al., 2022) Reading is an important ability for students to develop in order to improve their understanding of English in particular. Students can improve their language skills by reading texts, and they can acquire the target language through reading comprehension. It means reading can help

students think in English, increase student's English vocabulary, and improve English vocabulary.

Based on the explanation above, reading is an important skill for students to learn and develop, providing new perspectives and knowledge. This can help students think in English, increase their vocabulary and increase their knowledge of English. From reading student can get more information and understand the meaning of the text.

2.1.1.2 Purpose of Reading

Grabe and Stoller (2013) in (Rohmah, 2020) stated the purposes of reading as follows:

1) Reading to search for simple information. (scanning and skimming)

2) Reading to skim quickly. (skimming)

3) Reading to learn from text.

4) Reading to integrate information, writes, and critiques texts.

5) Reading for general comprehension.

Based on the aforementioned claims, it can be inferred that the act of reading enables pupils to obtain information, foster their imagination, and enhance their breadth of

knowledge. Hence, the acquisition and development of reading skills are vital and require intentional learning and nurturing.

2.1.1.3 Type of Reading

a. Literal Comprehension

The concept of literal knowledge pertains to the acquisition of the explicit meaning conveyed within a text, encompassing factual information, word usage, chronological details, and spatial references. Inquiries pertaining to the comprehension of literal meaning can be readily addressed by extracting information straight from the text. To attain this degree of comprehension, students must grasp the fundamental significance or superficial layer of the text. The researcher places particular emphasis on detecting core concepts and recognizing supporting details as special reading abilities at the level of literal comprehension in this particular situation.

1) Main Idea

Hariming in Tesilia, (2019), The central concept embodies the essential information that the author aims to communicate within a paragraph or conceptual framework. In order to ascertain the central concept, it is important to initially discern it amidst the various particulars and components that are contained inside the text.

Main idea Stated clearly in the text (main concept is often stated at the beginning of the paragraph). The topics covered in this section are often explained in the first paragraph. The closing sentence also contains the main idea. Second, the main idea is usually not stated explicitly. Other terms in the text may imply it. Suggested main ideas can be found in various places (a few words in a paragraph can indicate the main idea by providing details about the subject before mentioning it). subject, suggested ideas can come from elements, justifications, or examples that provide clues or recommendations about the main ideas in the selected text.

The primary concept refers to a concise statement that effectively encapsulates the fundamental theme or subject matter of a given paragraph. Although it is commonly found at the start of a paragraph, it can also be positioned at any point inside the paragraph. The central concept encompasses essential information that offers deeper understanding of the overarching objective of an article or a particular segment of the text.

To identify the main idea, examine general statements that can be further supported by additional information. Main ideas are often expressed as broad statements and are subsequently reinforced by sentences that offer specific details.

2) Supporting detail

Supporting details describe a particular main idea, such as supporting details and the cause or effect of the main idea.

Supporting details, whether they are cause-and-effect relationships or additional elaborations on the main idea, encompass supplementary information that provides explanations, definitions, or evidence related to the central theme. The content found in the supporting details includes:

a) Facts: data in the form of graphs or statistics

b) Statement: a quote or opinion from an authorized expert.

c) Examples: comparisons, contrasts, graphs, case studies, illustrations, or predictions.

d) Description: characteristics of characters, settings, actions, or events, or paths.

Descriptions of character clothing are examples of supporting details in the story; Newspaper articles are composed of sentences that address fundamental questions, including who, what, where, when, why, and how, and film reviews are sentences that explain. Perhaps because of his mediocre acting or because of his clunky, clicky dialogue, critics drew this conclusion.

b. Reorganization

The process of reorganization is predicated upon a thorough grasp of the text, necessitating pupils to assimilate information from different segments and amalgamate it in order to augment their

comprehension. This type of question holds significance as it encourages students to view the text holistically, transitioning from a sentence-by-sentence analysis to a more comprehensive viewpoint. Typically, students find reorganization questions somewhat more challenging compared to direct literal comprehension questions.

c. Inference

Inference involves students combining their knowledge and intuition about texts with their literal understanding. Inference questions can be difficult to answer This is because the answers to reorganization questions are inferred from the material present in the text, rather than being explicitly stated.

2.1.2 Descriptive Text

2.1.2.1 Definition of Descriptive Text

Darjis, et. al. (2013, p. 232) in (Rahmawati, 2017) define Descriptive text refers to a form of written discourse that aims to provide a comprehensive portrayal of a certain entity, whether it an item, individual, animal, or location. Its primary objective is to convey a lucid and vivid depiction, enabling the reader to develop a distinct understanding of the subject matter. This can encompass several aspects, such as delineating the distinctive attributes of a

particular area and elucidating the factors that contribute to its singularity, as well as articulating the salient characteristics of the most significant individual in one's life. The focus of this paper is on the habitats of various animal species. Descriptive writing is composed with the objective of giving comprehensive details pertaining to an object.

According to Doddy, et. al. (2008, p. 117) in (Rahmawati, 2017), Descriptive writings commonly adhere to a dual-part structure, encompassing identification and description. throughout the introductory portion, the author presents and delineates the particular occurrence or subject matter that will be expounded upon throughout the subsequent discourse. While the description section explains the components, qualities, and characteristics. The descriptive text places special emphasis on certain participants. Usually use the grammatical features of descriptive text, such as vocabulary, mechanics, and language features such as the present simple tense, action verbs, and adjectives.

Theoretically, Descriptive text is a discourse in which the main idea is conveyed to the reader through a detailed description of the object, place or event being discussed. This makes the reader or listener feel like what is expressed in the text or discourse.

2.1.2.2 Generic Structure of Descriptive Text

According to Doddy, et. al. (2008, p. 117) in (Rahmawati, 2017), Within the framework of a descriptive discourse, there are two essential elements: identification and description. The aforementioned components are of utmost importance in effectively communicating pertinent information pertaining to the topic matter under discussion within the text.

a) **Identification**

The identification phase of a descriptive text entails the introductory presentation of the individual, location, creature, or item that will serve as the central subject of the description. It means that a writer needs to identify the phenomenon or subject to be explained. Subjects can be people, things, or places.

b) **Description**

The description component of a text entails providing detailed information about a subject, which can be an animal, object, place, or person. The author achieves this by depicting its various attributes, such as its shape, color, or any relevant characteristics related to the subject being described. The description aims to highlight specific parts, qualities, and characteristics in a comprehensive manner,

offering a vivid and in-depth portrayal of the phenomenon or subject under discussion.

In the description section, the text elaborates on various objects, such as animals, things, places, or people, by depicting their attributes, shape, color, or other pertinent aspects essential to the author's depiction. This part of the text also encompasses a detailed portrayal of specific parts, qualities, and characteristics related to the phenomenon or subject being discussed.

2.1.2.3 Linguistics Features of Descriptive Text

Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005); Noprianto in (Tesilia, 2019) Here are some linguistic characteristics commonly found in descriptive texts:

a) The focal point is placed on a certain participant who assumes the role of the primary character.

b) The present tense is primarily utilised.

c) The utilisation of linking verbs or relational processes, such as "is," "has," and "belongs to," is commonly employed to categorise and depict the physical attributes, characteristics, and components or roles of the entities involved.

d) The incorporation of action verbs or material processes and behavioural processes is employed to offer further explanations of the actions and behaviours executed by the participants in the text.

e) The utilisation of mental verbs or mental processes to articulate sentiments and emotions.

f) The use of adjectives and adverbs to enhance the provision of additional information regarding nouns (participants) and verbs (activities) serves to provide a more comprehensive depiction of the subject matter.

g) The use of adverbial phrases serves the purpose of offering more information on method, place, or time. In certain instances, these words may be expressed within embedded clauses, therefore serving as circumstances.

2.1.3 Translation Method

2.1.3.1 Definition of Translation Method

The translation technique pertains to the procedure of transforming written or spoken content from its initial linguistic form, known as the source language, into a different language, referred to as the target language. According to Newmark (1988) in (Kusumayanthi & Fitria, 2020) design and categorizing translation

techniques. There are two main strategies for translation: direct and oblique.

A. Direct translation comprises:

    1) Borrowing: In this method, words or expressions from the source language are directly adopted into the target language without any translation.

    2) Calque: The calque approach involves the borrowing of a term from the source language and subsequently translating it literally into the target language, while preserving the original word order and structure.

    3) Literal translation: This approach entails a literal translation, wherein the material is immediately converted from the original language to the desired language without substantial modification or incorporation of idiomatic terms.

B. Oblique translation comprises:

    1) Transposition involves altering the word class of elements in the text without affecting the overall meaning of the message.

2) Modulation encompasses both a change in the form of the message and a shift in perspective, allowing for a different presentation of the content.

3) Equivalence is achieved by describing the same situation using various stylistic or structural approaches to create comparable texts.

4) Adaptation is utilized when the type of situation depicted in the source language message is unfamiliar or lacks a direct equivalent in the target language culture [12, p.31-39].

(Newmark (1988) in (Obikhod, 2021) The essay examines the translation methodology known as word-for-word translation, which entails maintaining the original sequence of the source language and rendering each word according to its prevailing semantic interpretation.

Kráľ, Daniel. (2021) Free translation is included in the category of "Types of Translation Techniques and Methods". In a way, it's a translation by any means necessary, and it's called creative translation. It's called creative translation, and it's translation by any means necessary in certain aspects. This does not imply that it is incorrect; also, the translator does not pay attention to the grammar and style of the original language. Translations that emphasize the

overall meaning rather than specific words are called free translations. This type of translation results in a target language text that lacks the original style, form, or content of the source language.

A literal translation is one that approximates a word-for-word or commonly called free translation is representation of the original. Both translation and interpretation are tasks that revolve around conveying messages between two languages. Translation pertains to the exchange of written texts, whereas interpretation deals with the transfer of spoken discourse and real-time messages from one language to another (Richards &Schmidt, 2002) in (Ismail et al., 2017).

2.2 Previous Study

The first study is from (Daud et al., 2022) "Direct Method and Grammar Translation Method in Improving Students Reading Comprehension". the primary aim of their study was to ascertain the efficacy of the direct approach and the grammar translation technique in enhancing students' reading comprehension skills. The direct technique produced good outcomes, with an average score of 68, whilst the grammar translation method likewise shown strong performance, attaining an average score of 75. The outcomes of the study suggest that there is a lack of conclusive evidence to substantiate the superiority of either approach in augmenting pupils' reading comprehension abilities.

The second study is from (Ismail et al., 2017) "Improving the Students' Reading Skill through Translation Method". The evaluation results for each cycle reveal that during Cycle I, the minimum score achieved was 40, the maximum possible score was 82, and the mean score was 58.1. During the second cycle, the minimum score observed was 50, while the maximum achievable score was 85. The average score obtained by the participants was 60.9. During the third cycle, the minimum score observed was 60, while the maximum achievable score was 85. The average score obtained over the cycle was 65.8. The utilization of translation approaches by the instructor throughout the instructional and educational procedure, specifically aimed at improving reading proficiency, generated a favorable reaction from the pupils. Therefore, it may be deduced that the reading proficiency of the kids has shown signs of enhancement.

The last study is from (Megawati, 2017) "The Improving Students' Reading Comprehension Through Grammar Translation Method". The scores of the students in Cycle I were 6.76, equivalent to 60%. In Cycle II, the scores increased to 7.35, or 78%. Finally, in Cycle III, the scores further improved to 7.80, corresponding to 100%. These results indicate a consistent growth in both the average scores and the percentage of student scores over the three cycles. The findings derived from the study of research data. The efficacy of grammar translation in enhancing pupils' reading comprehension is evident. Based on the findings of the Class X students of SMK Private Tapos Depok in the Academic year 2016/2017, it can be inferred that the implementation of

grammar translation procedures has the potential to enhance students' reading comprehension abilities.

According to the aforementioned study, there are several approaches and techniques that may be employed to enhance pupils' reading proficiency. Scholars employ translation methods and procedures as a means to enhance the process of student learning.

2.3 Conceptual Framework

Based on theories, previous study, and explanation above, the researcher formulated the conceptual framework as below :
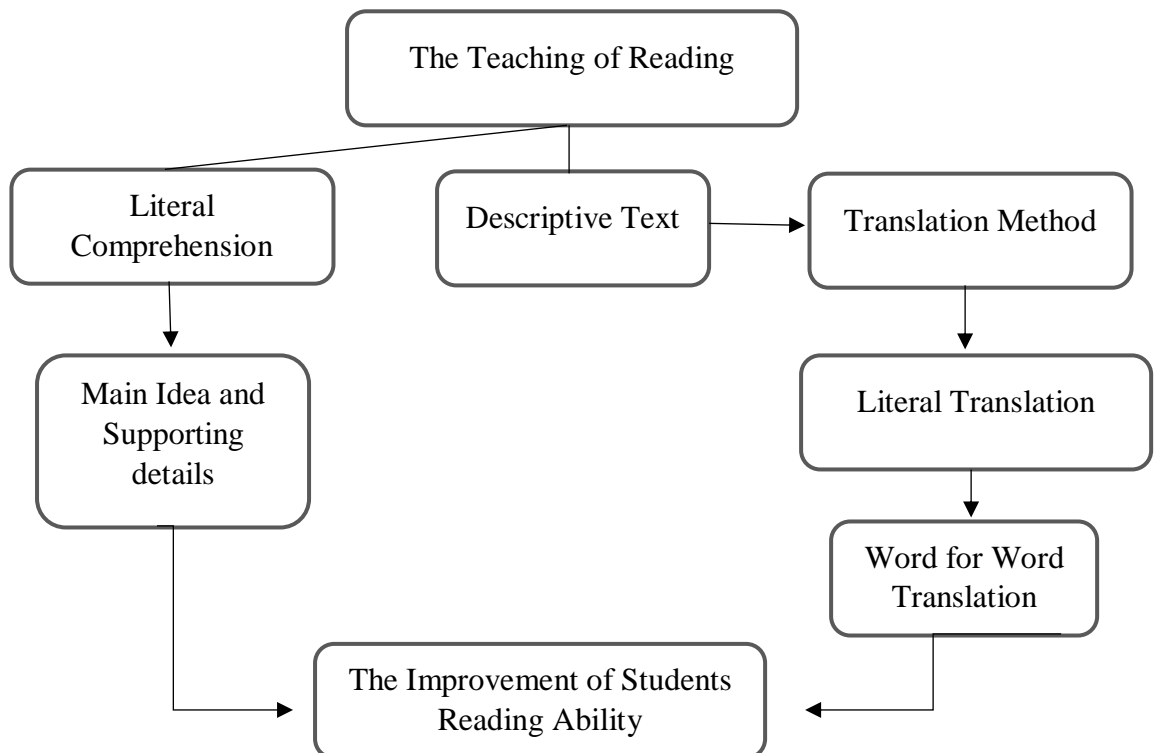

Figure 2.1 Conceptual Framework

2.4 Hypotheses

Based on the review of the literature and conceptual framework above, the hypotheses are formulated as shown:

Null Hypotheses (Ho) : The implementation of using Translation Method does not significantly improve students' Reading Ability of Descriptive Text at SMK Muhammadiyah 2 Samarinda.

Alternative Hypotheses (Ha) : The implementation of using Translation Method significantly improve students' Reading Skills of Descriptive Text at SMK Muhammadiyah 2 Samarinda.