

CHAPTER II

LITERATUR REVIEW

A. Reading

1. Definition of Reading

According to Sheng (2000), in Rozimela (2014:461) reading is a process of communication from the writer to the reader involving the recognition of letters, words, phrases, and clauses, and a process of negotiation between the reader and the writer. Anderson (2003), in Nejad and Shahrehabakin (2015:136) states that reading is the interaction of four things including the reader, the text, the fluent reading, and strategic reading. Moreover, Fauziati (2010:33) states that reading is an understanding a message conveyed by the writer through visual and non-visual information.

Reading is an active process of constructing the meaning of words. The purpose of reading is to help the reader to direct the information toward the goal and focus their attention. Although from some findings the reasons for reading may vary, the main purpose of reading is to understand the text. in addition to some of the things above Reading is also an activity that can train humans in thinking. Reading means reading or viewing notes (Soleh 2012:20).

Reading is part of language skills, in addition to speaking, reading, and writing skills. These four skills are language skills that are interrelated with one another. The view of the importance of reading skills as described above is also explained by (Dupuis 1992:17 cited in Dr. Syamsul Rizal, 2018) stating that reading is the main source of information in learning situations. Why is that, because the information obtained from these activities can broaden knowledge. Based on the description above, activity reading has its main benefits for students in understanding knowledge during the process of learning and outside the process of learning. Therefore, teachers are expected to help students in developing reading

skills, using methods, techniques as well as appropriate reading strategies according to the required purpose.

Reading is an interactive activity to pick and understand the meanings contained in it written material. Rahim (2019) emphasizes that the most effective learning process is through reading activities. Readers usually use background knowledge, vocabulary, knowledge of grammar, experience with texts, and other strategies to assist them in understanding written text. As the literature shows, reading is the recognition of written symbols language, a stimulus that helps the process of memorizing what is read, to build a understanding through the acquisition of experience (Smith & Feng, 2018). In this case, it is can be interpreted that the purpose of reading is to gain understanding as well as to develop reader knowledge.

Reading is the most important activity in classroom learning, not only as a source of information and fun activities but also as a means to support and expand one's knowledge of the language and its related aspects such as culture, civilization, history, and customs. In addition, reading has a role in teaching and can be considered a skill. It is also an individual employment opportunity in through reading, students can self-evaluate their achievements. From this, it is agreed that reading is a skill that must be applied and made a habit in each human being because it is important as a communicative and as a learning tool learned by people to read by knowing information.

2. Aspect of Reading

According to Nuttal (1982) there are five aspects of reading that students do to understand reading texts well, they determine the main idea, find specific information, references, inferences, and vocabulary.

a. Main Idea

Main idea is the main idea of a paragraph which is stated in a complete sentence. Apart from that, the main idea not only asks about

the reading topic, but also the author's opinion about the reading topic, Panca Prastowo, (2015:51-52),

b. Specific Information

Specific information is information that is disclosed in detail. An example of specific information is an explanatory idea or concept in a paragraph. In understanding a passage as a whole, when you have looked for several difficult words and then understood them, the next step is to understand the various detailed information in the text.

c. References

Here, "reference" refers to a situation in which you, the reader, are expected to understand who is the pronoun owner or owners of the pronouns in the reading.

d. Inferences

Inference is a skill that we develop from a young age. Children as young as six begin to use inference when reading. This is because making inferences is one of the most enjoyable parts of reading: taking events in a text and using them to predict what will happen next. Conclusion is what is meant by inference or inference lexically (Echols and Hassan, 1987:320). Within the discourse domain, the phrase refers to the procedure that readers must follow in order to comprehend meanings that are not explicitly stated in the discourse. expressed by the author or speaker (Moeliono, Anton M., Ed., 1988:358).

e. Vocabulary

Wardani (2015) said that vocabulary is an aspect that important in language, as it appears in every language skill including listening, speaking, reading, and writing skills. From this statement it can be concluded that vocabulary is a main factor in a language, because it is needed in speaking, reading and writing. This means a person's low ability in Language is closely related to the amount of vocabulary it has.written or spoken form.

It is clear from the five aforementioned components that students need to be able to comprehend these five aspects in reading exercises in order to enhance their reading skills.

3. Definition of Reading Comprehension

Reading comprehension is a combination of reader's cognitive and meta-cognitive processes, which the reader must do to make conclusions in the context of the text or at the end of the story use information from a variety of sources: titles, illustrations, or mostly from the previous paragraph. Reading comprehension process occurs when the reader understands the information in the text and meaningfully interpret it appropriately. (Blair-Larsen & Vallence (2004), cited in Ahmadi (2012:159)).

According to Duke (2003), in Gilakjani (2016:230) that Reading comprehension is a process in which reader make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Reading comprehension process occurs when the reader understands the information in the text and meaningfully interpret it appropriately. Reading comprehension is comprehending information and ideas included in English written texts and that comprehension is represented in the ability to identify the main idea, identify supporting details, guess meaning, infer causes, and make justified choices.

According to Tarigan (2008), reading comprehension is a type of reading that aims to understand reading. Reading comprehension means examining more carefully reading material so that one can assess the situation, values, functions, and effects of reading. Reading comprehension is a process of reading in order to build understanding (Tarchi, 2017).

4. Kinds of Reading

According to Gilakjani (2016:230), there are two types of reading. They are extensive reading and intensive reading as follows:

a. Extensive Reading

There are different definitions for extensive reading. Hedge (2003) in Gilakjani (2016:230) explains that different definitions for extensive reading are skimming and scanning activities. Gilakjani mentioned the benefits of extensive reading as follows: Students can improve their language proficiency, advance their reading skills, become more independent in their learning, learn cultural knowledge, and expand their confidence and incentive to continue their own learning.

b. Intensive Reading

In this type of reading, learners read a page to find meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. Hedge (2003), in Gilakjani (2016:231), states that the first involves the recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.

5. Models of Reading

According to Tolstefl (2007), in Ahmadi (2012:160-161), there are three models for reading: the bottom-up model which emphasizes the contexts, the top-down model which emphasizes the readers, and the interactive model which emphasizes that the reading process is guided by an interaction between the text information and the reader's previous knowledge. The following subsections discuss each of the models in more detail.

a. The Top-down Model

In the Top-Down Model, background knowledge activities, prediction, main idea, contextual guessing, scanning, and skimming are provided; the prospects and previous information help readers to recognize meaning in their reading process. In this model, readers begin

to read a passage and utilizing their previously learned information to get new experiences and knowledge.

b. The Bottom-up Model

Bottom-up Model emphasizes on surface meaning, using a dictionary for translating new vocabularies for facilitating reading comprehension. This model is normally used at the earlier level of study. Reading process in the bottom-up model starts with the decoding of the smallest elements of linguistic especially phonemes and words, continued with creating meaning from the larger elements. The bottom-up model focuses on the print itself, whereas reading is the starting point grasp understanding in words description, letters information, linguistic elements and sentences before recognizing the meaning the whole text.

c. The Interactive Model

Interactive model is the combination of two aforementioned models (bottom-up and top-down). This model is based on information from different parts such as semantic information, lexical, schemata, orthographic and syntactic. Interactive model covers what top-down or bottom-up model uncovered in the whole process of reading.

6. Aspect of Reading Comprehension

According to Donald *et al.* (1987: 31-38), there are six major components of reading comprehension, and they are: decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge reading aspect and effective aspect. So, the writer will explain them as the following:

a. Decoding Knowledge

Knowledge is used to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader.

b. Vocabulary Knowledge

The knowledge is what one has about word meaning used to determine the appropriate meaning for a word in a particular context. Vocabulary knowledge is important at all grade levels but is a particularly important aspect of reading instruction as developing and exploring less familiar subjects offers somewhat specialized vocabulary.

c. Syntactic Knowledge

Knowledge of the order rules that determine the grammatical function and sometimes the meaning and pronunciation of words. Syntactical knowledge includes understanding word order rules that exist within sentences and permits.

d. Discourse Knowledge

Knowledge of language organization at units beyond the single sentence level includes knowledge of the structure organization of different types of writing.

e. Readiness Aspect

Refer to the different concepts, traditionally, reading readiness is the ability of the student to benefit from initial reading instruction, reading readiness, therefore, may describe instruction designed to assist both preferred and children who already know how to read traditional readiness skills are important instruction during kindergarten and beginning of the first: recently, reading readiness has wider definition. It included reading to read and understand a particular selection.

f. Effectiveness Aspect

Reading comprehension includes both interest and attitude, and these increase motivation and facilitate reading comprehension, thus, to facilitate comprehension, always make reading and reading instruction as interesting and enjoyable as possible.

B. Poster

1. Definition of Poster

A poster is a form of temporary promotion for an idea, product, or event that is posted in a public space for mass consumption. Typically, posters include both textual and graphic elements, although posters can be either text or fully graphic. The purpose of designing the poster is to be attractive and informative.

A poster is an information tool or channel that persuades, suggests, or introduces something to the viewer. (Rahmaniati, 2015). (Hartini, 2017), defines posters made in large sizes to be displayed to the public and aims to attract their attention by combining images, colors, and words. This is a potential learning medium because it integrates theories, sketches, drawings, graphics, and other ideas with an interesting design. Based on the discussion above, this study aims to identify the importance of posters as learning media that can be utilized in learning activities.

Posters are media used to convey something specific information, suggestions or ideas, so as to stimulate the desire beholder, to carry out the contents the message. A good poster should be easy to remember, easy to read, and easy to attach anywhere (Sanjaya, 2017). Media posters serve as means of communicating ideas, evaluations and innovation projects clinically, this study also developed into learning methods that can applied in the learning process using poster media. Poster an image medium. In this world educational posters (placards, installed paintings/pictures) have received considerable attention as a medium for convey information, suggestions, messages and impressions, ideas and so on (Jannah, Serevina, & Astra, 2016).

2. Characteristics of Poster

According to Sudjana and Rivai (2015:51), the characteristics of poster are as follows:

- 1) Good posters should be dynamic, accentuating quality.

- 2) The poster should be simple, requiring no thought for the observer in detail.
- 3) The poster should be able to attract attention, otherwise it will lose its usefulness.

Elliott (2007:4) says that a good poster has four key characteristics are as follows:

- 1) Eye-catching: draws attention to itself
- 2) Readable: various computer programs available to help
- 3) Well-organized: logical
- 4) Succinct: says no more (or less) than needs to be said

3. The Importance of Poster

Posters have been used for many purposes including political campaigns, public health warnings, and advertising (Bethell & Milson, 2014). Moreover, poster presentation has been used as an alternative to paper presentations at many academic conferences (Lagares & Reisenleutner, 2017). Posters can attract viewers' attention and interest (Izatt & Dadiz, 2015) while being inexpensive to produce (Ilic & Rowe, 2013).

Posters can be a highly effective means of advertising and promoting a product, service or event. They are a visual medium that can quickly capture the attention of a target audience, convey key information, and leave a lasting impression. One of the main advantages of posters is that they can be highly targeted.

4. Principles of Using Poster Media

Basically, a poster is a media that emphasizes the strength of the message, visuals, and colors to be able to influence behavior, a person's attitude in doing something. Posters used in education basically is an embodied idea in the form of an illustration of the image object simplified and made to a large size (Daryanto, 2012: 129). The goal is to attract attention, persuade, motivate, or alerts to main ideas, facts or certain events.

Teachers provide posters, either by making their own designs or by buying or employing pre-made ones. When necessary, the poster is hung in the middle of the classroom; it is taken down again once the lesson is over. The instructor then displayed a poster regarding littering. After giving the class an assignment to view the poster, the teacher gives them instructions on how to create the text that are based on the poster.

The idea behind using posters in education is that they should be used in both teaching and learning activities. In this instance, posters are used as a learning medium when the instructor explains content to the class and when the students use the teacher's provided posters to study the material. The poster that is used ought to make sense with the content and goal. In addition, posters serve as warnings, invitations, propaganda, calls to action, and reminders of social and religious ideals in order to inspire pupils outside of the classroom. In this instance, posters are not utilized in the classroom; instead, they are placed at conspicuous locations within the school or on the school grounds to ensure maximum visibility for pupils.

5. Procedure of teaching with poster

According to Maiyena (2013), media posters in education serve the purpose of visualizing messages, facts, or concepts that need to be conveyed to students through illustrations using graphics that nearly perfectly capture the essence of a certain object or situation.

The following is a method for using posters in lessons that may be useful for you as a student:

- a) Examining the material that will be taught.
- b) In strong words, unidentified somethings or even a rough process.
- c) You are able to experiment. For example, presenting an existing graph and asking students to explain or explain it.
- d) You can also ask students to help you understand what you've learned (everyone is a teacher).
- e) A few games can also be played with a poster board.

C. Descriptive Text

1. Definition of descriptive text

Generally, descriptive text is a kind of text with a purpose to give information. The content of the text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes thing, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing.

According to Siburian (2013:33), descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Furthermore, Evawina (2010:7), in Siburian (2013:31), descriptive text is a paragraph that vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

2. Generic Structure and Example of Descriptive Text

According to Wardani, et. al., (2015:3), states that the generic structure of descriptive text consists of identification and description. Identification is about introducing a subject or thing that will be described, whereas, description is brief details about who, or what of the subject. One of the examples of descriptive text is as follows:

My Dog

Identification: Most people in the world have a pet. I also have it. My pet is a dog, named Dimo.

Description: Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country.

D. Previous Studies

This research contains some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, variable, and type of research. The previous research that became a reference in writing this research was as follows:

The first research by Diajeng Hanum (2017) entitled "the effectiveness of using posters in learning reading comprehension of descriptive" from the data that has been obtained, the researcher uses an experimental design to find out whether the use of posters in teaching reading is effective or not in reading comprehension of descriptive text. Based on data collected by researchers, it was found that "using posters in teaching reading comprehension of descriptivetext" is effective, where students get a fairly good pre-test score during the research period in this experimental method.

The second research by Samah Zakareya Ahmad (2019) entitled "digital posters to engage EFL student and develop their reading comprehension" Based on the research results obtained, the researchers concluded that digital posters can improve the reading comprehension and engagement of EFL students. This study investigates the effect of digital posters on reading comprehension and EFL engagement among students. Thirty-three 3rd year EFL students were divided into a control and group an experimental group. Both of these groups were tested beforehand on reading comprehension and prior engagement tests. after passing the exam, the two groups will continue in the post-test section. For 12 weeks, participants in the control group received their regular instruction while those in the experimental group used digital posters.

The third research by Andi Aspian Nur Apsari (2019) entitled "the effect of using poster on students writing of descriptive text" From the data that has been obtained, the researcher uses an experimental design. Based on the research conducted, it is proven that posters as media have a significant influence on the ability to write descriptive text of students. and also explained that the use of posters is more more effective than conventional learning.

researchers also explained that the use of posters as learning media is significant and positive learning process in class especially writing descriptive text.

Another research was conducted by Ainun Fatikasari (2021) entitled “the effects of posters in enhancing students ability to write descriptive text using direct instruction model at the second grade of junior high school” From the data that has been obtained, the researcher uses an pre- experimental design. Based on the discussion that has been examined, it can be concluded that the influence of posters on the writing skills of class II students of SMPN 1 Makasar through the Direct Instruction Model in the 2020/2021 school year is getting an upgrade. The data was taken from the post-test and pre-test that researcher give to all participant.

The last, research by research was written by Siti Rahmah (2014) entitled “The Effectiveness of Poster Presentation in Teaching Speaking to The Seventh Grades of MTs NW Ketangga in the School Year 2013-2014”. Based on the data finding, the present researcher conclude that there is a significant effectiveness of poster presentation in teaching speaking for the seventh graders of MTs NW Ketangga in the school year 2014-2015. It finds there the students’ mean score of experimental group in post- test is higher than pretest (10.56: 17.47). Meaning that poster presentation is effective in teaching the students’ speaking. Having analyze the value of the level of significance ($p = .001$) which is much lower than the level significance of ($p = 0.05$), where $t = (df = 35) = 19.74$ From the result above, it is mean that there is an effectiveness of poster presentation in teaching speaking for the tenth grade of MTs NW Ketangga in the school year 2013-2014. The similarity with the second research is that they focused on p.

Based on the explanation of the five studies above, the researcher concluded that it is important to find the effect of posters on learning English. Therefore, the researcher will investigate the effect of posters on reading English in grade 7 students of SMP Negeri 1 Mempawah Hulu. This research found that there were differences with previous research, where the population

in this study was in junior high schools, and this research was conducted to collect information about the effect of posters in reading English and as a learning medium that can improve the quality of learning. so that the results can help students and teachers in using learning media to improve their reading skills, especially in English so that learning becomes easier to understand.