

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes several research-related theories that aim to support researchers in developing a theoretical framework. There are reading, reading skills, reading material, criteria of reading material, and improving english reading skills.

#### **A. Reading**

Reading is a very important skill in the development of students' English comprehension (MS & Rachmadtullah, 2018). By having reading skill, the students can understand textbooks, reference materials, magazine, newspapers, and so on. Reading acts as a means of language learning, where through reading texts, students can develop an understanding of vocabulary, grammar, use of punctuation, as well as skills in composing sentences, paragraphs and texts. Therefore, they can get any information or knowledge, which can be beneficial to them in order to develop the other skills such as listening, writing, and speaking. As regards the teaching of the English language, reading is the most important skill amongst others. Reading is a rewarding activity for students; it also has significance and becomes a very important skill as success in their studies largely depends on their reading ability (Herlina, 2018). If students have poor reading skills, there is a great risk that they will fail in their studies, or at least will face challenges in making progress. Conversely, if they have good reading skills, the chances of success in the school learning process will increase significantly.

## **B. Reading Skills**

Reading is considered a series of steps that support the development of higher order thinking skills. The fundamental aspects of reading include the process of analyzing, understanding the message, decoding the message, and integrating all the ideas contained in a text (Karademir & Ulucinar, 2017). Some researchers argue that children and adolescents tend to show progress in reading skills when they have prior knowledge and are rich in vocabulary (Dhapna & Anat, 2018).

Reading instruction includes five key components: phonemic awareness, phonetics, word recognition, vocabulary, and comprehension. These five elements help learners build the foundation of skills necessary to become proficient readers (Gunobgunob, 2019). Abdullah (2018) added that reading can be improved through various activities and techniques, such as improving reading skills can be done with various activities and methods skimming and scanning. Scanning is a method where the reader only stops when finding relevant information to answer a particular question. Skimming, on the other hand, is the process of speed reading to capture the gist of the entire text. Good reading skills allow one to identify important information, organize main ideas, connect and organize information logically, and draw conclusions or interpret the content of the text.

### **C. Reading Comprehension**

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

According to Grabe & Stoller, (2002) reading comprehension is an ability to understand or to gain the information from a text. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well. Guthrie et al. (2004) states reading comprehension is as an interaction between thought and language. It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

### **D. Reading Material**

There are four basic skills in English: reading, writing, listening and speaking. All these skills are equally important and should not be neglected. Many students consider reading to be the most crucial skill in English. Therefore, every student

needs to have the ability to read in order to more easily understand the English material in their subjects. Students often think that reading makes it easier for them to get information than written text. Furthermore, reading materials are related to reading skills. Reading material is important in the learning process because reading make it easier to get information than listening. Reading materials also can give clear information to the students (Sudrajat , 2020). During classroom learning, students not only interact with the teachers and their friends, but also with reading materials.

Teacher of English must provide reading materials, so that students can master reading activities. The reading materials suggested by the curriculum are reading materials that are not only appropriate to the topic to be discussed, but also a good reading materials for students in terms of correctness of the language, the setting of its message, structure of the text, the plot of the thought and lexical characteristics.

## **E. Criteria of Good Reading Material**

Reading material refers to a specific text or passage that conveys a certain message or idea to the reader through the process of reading activities. In preparing effective reading materials, there are several criteria that need to be considered (Berardo, 2006). Here are some important criteria:

### 1. Learning Objectives

It is important to consider the learning objectives to be achieved through the use of reading materials. Is the goal to improve comprehension, develop vocabulary,

or practice specific reading skills? By setting clear objectives, we can choose reading materials that suit the needs of the students.

## 2. Difficulty Level

It is important to choose reading materials that match the students' ability level. Reading materials that are too easy may not be challenging or interesting for students, while reading materials that are too difficult may frustrate them and lose interest. Understand the ability level of the students and select reading materials with an appropriate level of difficulty.

## 3. Readability

Effective reading materials should be organized in a language that is clear, easy to understand, and appropriate to the students' level of understanding. Using language that is too technical or complicated can hinder students' understanding.

## 4. Relevance to Context

Using reading materials that match the reality of students' lives can increase their interest and engagement. Choose reading materials that are related to current events, culture, or students' interests. This will help students feel connected to the text and more motivated to read it.

## 5. Diversity

Select reading materials that are diverse in terms of genres, topics and viewpoints. This will help students develop broader interests and broaden their horizons. Previous research shows that English textbooks often only pay attention to design and layout (Rahma, Ampa, & Nappu, 2021).

Brown (2003) explains that there are three types of reading material genres:

(1) Academic Reading,

This includes technical reports, general articles in newspapers or magazines, articles from professional journals, reference materials, textbooks, theses, and essays.

(2) Work-related reading,

This includes letters/emails, memos.

(3) Personal Reading,

This includes greeting cards, invitations, messages, schedules (such as train, bus, telephone, etc.), recipes, menus, advertisements, novels, short stories, plays, and poems.

## **F. Improving English Reading Skills**

The selection of appropriate reading materials can have a significant influence on improving reading skills. When students have access to interesting and relevant reading materials, they tend to be more motivated to read and develop their reading skills. Interesting reading materials have the potential to generate interest in students and encourage them to be more active in reading activities, thus contributing to the overall improvement of reading comprehension and skills.

The selection of diverse reading materials can also help students expand their vocabulary. By being exposed to different types of texts, students will become familiar with different vocabulary and improve their understanding of the meaning

of new words. This will help them in understanding more complex texts and improve their overall English reading skills. In addition, by choosing appropriate reading materials with the right level of difficulty, students can improve their reading skills progressively, starting from simpler reading materials towards more complex ones, which will eventually broaden their understanding of the English language. Previous researchers have focused more on cultural content than on reading materials (Sulistyo, Wulan, Al Arif, Efriza, & Anwar, 2021). The selection of appropriate reading materials has a positive influence on improving students' English reading skills.

## **G. Previous Study**

Several studies have been conducted previously, the first is a study by Rahma et al. (2021) entitled Content Analysis of English Textbooks for Grade 10 High School Students Based on the 2013 Curriculum. This study aims to obtain an overview of the extent to which the material contained in the “English” textbooks used in Grade 10 of Senior High School conforms to the requirements set out in the 2013 curriculum. This study uses a mixed method where the researcher will use qualitative and quantitative by adopting content analysis. Based on the results of the study, it was found that the percentage score obtained from the material description reached 75%, which is included in the sufficient category. This shows that the teaching materials in the English textbook for grade 10 students in semester one contain all the required text types (interpersonal, transactional, and functional texts)

and are in accordance with the Core Competencies and Basic Competencies of the 2013 Curriculum. This text component is designed to assist students in reading text intensively to obtain information from the text.

The second related research is a study conducted by Sulistiyo et al. (2021) entitled “A critical content analysis of English textbook for senior high school students in Indonesia”. In addition, this study aims to analyze the cultural information contained in English textbooks for senior high school students in Indonesia. This study analyzes the textbook entitled “Pathway to English for SMA/MA Grade XI” by using qualitative method. The results of this study show that there are weaknesses in the reading texts and pictures, where the information conveyed is too general and lacks cultural information or is irrelevant to other information in the textbook. As a result, students have not been able to access, understand, apply, and analyze cultural information from the reading text.

In the third previous study, conducted by Astri & Wahab (2018) this study aims to evaluate the extent to which teaching materials meet the needs of students with various learning styles. The researcher used quantitative methods, the researcher collected data through pre-test and post-test. This study used the experimental method to investigate the effectiveness of the teaching materials in improving students' reading comprehension. The results showed that the teaching materials had a significant impact in improving students' reading comprehension. However, only 80 percent of the total students experienced improvement after using the teaching materials. Based on some of the previous studies that have been mentioned, it can

be concluded that the reading material analyzed has not been completely perfect. However, the reading materials used in this study have met some of the standards of good reading materials. In these three studies, it was concluded that the selection of reading materials plays an important role in improving students' reading skills.

In the fourth previous study, conducted by Hidayat & Setiawan (2020), researchers analyzed the situation and conditions to identify the needs of English students and teachers. In this study, four aspects of student and teacher needs were identified, namely media, materials, games, and dictionaries. The main objective of this study is to develop supporting reading materials for grade VII junior high school students that are in accordance with the 2013 Curriculum in Indonesia. From the results of this research analysis, the researchers developed supporting reading materials that met all the identified needs. To select appropriate reading materials, the researchers used the method of distributing questionnaires to English teachers and students, in order to understand students' challenges and interests in the English learning process. The results showed that the supporting reading materials are suitable and acceptable for seventh grade students. The findings also encourage students' interest in developing their English skills and improving their reading skills.

In the fifth previous study, conducted by Rokhmansyah et al. (2021) aimed comparing the content of reading materials for students in Indonesia with those in other countries, such as the United States, particularly those covering lesbian, gay,

bisexual, and transgender (LGBT) topics, it is based on differences in the selection of reading materials for teaching in educational institutions. The selection of these reading materials depends on the teacher's decision and is tailored to the needs and characteristics of the students. The reading materials compared include reading materials that are related to language learning and literature. Indonesia has not felt the freedom of reading materials as in the United States. Indonesia still upholds moral values and politeness. In this study, researchers collected data using a survey. The results of the survey show that the availability of quality non-text books to be used as student reading materials in Indonesia is still limited. So that students' knowledge in reading is only about general things.

In the sixth previous study, conducted by Amelia (2020) the purpose of this study was to identify differences in student achievement and to assess whether or not students' interest in reading and comprehension of the reading material improved. Researchers use quantitative methods, the researcher collected data through pretest and post-test. The findings of this study showed a difference in the increase of students' interest and changes in students' knowledge after the intervention. In addition, there was a significant difference in grade attainment between the two groups of students. This showed that the use of short stories in reading activities can improve students' reading comprehension in class I of SMPN 2 Kota Bengkulu.

So the selection of reading materials is very important and influences the improvement of students' reading skills.