

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

Reading is complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistics activity but also social activity. All people know that reading is one of the important requirement to master. About English language, there are four skills that to be mastered, they are: listening, speaking, reading, and writing. So, reading is very important, especially for students who in learning to develop their skills in education and also the can apply in their daily life.

1. Defining Reading

According to Tarihoran and Rahmat “. . . Reading may be defined as an individual’s total interrelationship with symbolic information. Reading is acommunication process requiring a serios of skills.

As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:

The First is Recognition: the reader's knowledge of the alphabetic symbols. Second Assimilation: the physical process of perception and scanning. Third Intra-integration: it is basic understanding which is derived from reading material it self. It use with minimum dependence on past experience, other than knowledge of grammar and vocabulary. Fourth Extra-integration: analysis, criticism, appreciation, selection & rejection. These are all activities which require the reader to bring his past experience to bear on the task. Fifth Retention: this is the capacity to store the information in memory. Sixth Recall: the ability to recover the information from memory storage. Last is Communication: this represents the application of the information and may be further broken down into at least 4 categories, which are: The first Written communication, Second is Spoken communication, Third Communication

through drawing and the manipulation of objects, And the last Thinking, this is another word for communication with the self.”¹

Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome most texts are understood in different ways by different readers.

2. Types of Reading

In the case of treading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

According to Brown There Types of Reading is:

- a. *Perceptive*. In keeping with the set of categories specified for listening comprehension, similar specifications are *offered* here; except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve

¹ Tarihoran and M.Rahmat, *Basic Reading Skill*, (Serang: Loquen Press,2010), p.4

attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. *Selective*. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, *etc.* Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

c. *Interactive*. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the *text*. That is, reading is a process of negotiating meaning; the reader brings to the text a *set* of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from

longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may *be* necessary.

d. *Extensive*, Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page). The purpose of assesment usually are to tap into learners global understanding of a text, as opposed to asking test-takers to "zoom in" on

small details. Top down processing is assumed for most extensive tasks.²

3. Purpose of Reading

As we know that the purpose of reading is that the students must be able to understand the written language. In other words how the student get the message from the writer symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

Reading as a skill, is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarizing, paraphrasing, and then writing essays, etc.

Reading is essential to every aspect of learning, and the purpose of reading is to construct meaning from text (comprehension).³

Reading is useful for other purpose too: any exposure English (provided student understand it more or less) is a good

² Douglas Brown H, *Language Assesment: Principles and Classroom Practices* (Longman, 2004), p.189

³ Zygouris Vicky, *Teaching Reading Comprehension Skill*, (March 2009) p.

thing for students language. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if reading text is specially interesting and engaging, acquisition is likely to be even more successful.

4. The Definition of Reading Comprehension

Reading comprehension is process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. Early in the twenty-first century, reading comprehension research was summarized by two “blue ribbon” groups: the National Reading Panel (2000) and the RAND Reading Study Group (2002). The National Reading Panel (NRP) described reading comprehension thus:

Comprehension is a complex process . . . often viewed as ‘the essence of reading.’ Reading comprehension is . . . *intentional thinking* during which meaning is constructed through interactions between text and reader. . . . The content of

meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.⁴

The *situational context* of reading comprehension can be thought of in at least two ways. First, the actual setting where reading occurs—at home, in a school classroom, the library, under a blanket at bedtime, and so on—affects how well one comprehends while reading. There is little doubt that children's reading comprehension is influenced by the setting in which they read. (Aren't you more focused and relaxed when reading alone at home than if called on to read during a college class?) Second, there is a social context associated with reading comprehension. In some cases, reading comprehension occurs individually, alone—a very limited social setting. In other cases, however, reading comprehension can be part of a vibrant social activity in which people—teachers, parents, and children—read a text together and jointly construct meaning through discussion. Lively interaction about a text in the company of

⁴ *Teaching Reading Comprehension*, P.259

others seems to be the optimal situational context to enhance students' reading comprehension.⁵

5. The Principles of Teaching Reading

There are six principles in teaching reading according to Jeremy Harmer. First, encourage students to read as often and as much as possible; second, students need to be engaged with what they are reading; third, student should be encouraged to respond to the content of a text; fourth, predictions is a major factor in reading; fifth, match the task to the topic when using intensive reading texts; sixth, good teachers exploit reading texts to the full.⁶

- a. Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

⁵ Ibid

⁶ Harmer Jeremy, *How to Teach English*, (Longman, 2007), P. 101

- b. Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should try help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- c. Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic thus

provoking personal engagement with it and the language. With extensive reading this is even more important. Reading for pleasure is and should be different from reading for study.

d. Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues the book cover, the headline, the web page banner our brains starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students hints so that they also have a chance to predict what is coming. In the case of extensive reading when students are choosing what to read for pleasure we should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book .

- e. Principle 5: Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks the right kind of questions, appropriate activities before during and after reading, and useful student exploitation, et.

The most useful and interesting text can be undermined by boring inappropriate tasks the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the the level of challenge (how easy it is for students to complete a task) is exactly right for the class.

- f. Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into

interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.⁷

B. ABC Brainstorming

Brainstorming method is a teacher teaching techniques implemented by way of catapult a problem to the class by the teacher, then the students answered, expressed opinions, or leave a comment so as to allow the problem developing into a new problem. As students brainstorm information, the ABC framework helps them organize their thoughts. Because a fact or point of information must be recorded for each letter of the alphabet, the students need to dig more deeply to retrieve information and ideas for this kind of brainstorm.

1. Definition of ABC Brainstorming

⁷ Harmer Jeremy, P.102

This graphic organizer can be applied in many teaching and learning situations. As a prereading activity, the ABC Brainstorm can facilitate the recording of previous knowledge. It can also be used to support student's comprehension as they are reading a textbook or other nonfiction text. As the students read the material, the ABC Brainstorm structure allows them to record newly acquired facts, information, and content vocabulary. For after reading, the ABC Brainstorm is a suitable graphic organizer for students to review and assess what they recall from a recent text or unit. The students may have some difficulty finding information that begins with the letters Q and X. Some strategies for resolving this issue include allowing the students to include adjectives and allowing Q or X as a letter within a word or phrase. The students can also develop this graphic organizer into a picture book. Each page would represent a letter, a corresponding vocabulary word, and a phrase that helps students remember important information. They can also illustrate each vocabulary word with a picture.⁸

2. Step of in Process ABC Brainstroming

⁸ McKnight Katherine, *The Teacher's Big Book of Graphic Organizers*, (San Frasisco, 2010),P. 8

- a. Step 1: Prior to starting a content area topic, explain to students that they are going to brainstorm words that relate to the topic. (Broad science and social studies terms such as *desert*, *motion*, *celebrations*, and *plants* work best with this activity.)

- b. Step 2: Give each student a copy of the ABC+ Brainstorming Sheet. Explain to students that you want them to write a word related to the topic that begins with each letter of the alphabet. The sheet can be completed as a whole-class activity on the smartboard, or a word for every letter, but they should think of as many as possible. For example, students might not be able to think of a word that begins with *A* or *B* for *desert*, but perhaps someone thinks of *cactus* for *C*. *Cactus* is then written next to the letter *C* under the column titled “Brainstorm.” (Even if students will work independently on this activity, the class will probably want to brainstorm the first few letters together the first time the activity is used.)

- c. Step 3: After students have written as many words as possible in the Brainstorming column, they can work with a

peer to think of additional words they might list under the column titled “Other Ideas.” Students are expected to understand the words they are writing on the sheet, so this activity requires the students to have a discussion before any terms are written. Be sure to emphasize word specificity: Students should think of words that tie to the content area and aren’t general words that can be used with any topic. Nobody should be writing the word *the* for the letter *T* or the word *an* for the letter *A*.

- d. Step 4: Then bring the class back together and discuss the words the students thought of during their brainstorming. If there are any blanks left on the ABC+ Brainstorming Sheet, students can choose one of the words discussed in class and add it to their list.”⁹

3. Benefit of ABC Brainstorming

Many teachers already use ABC Brainstorming with students. With ABC Brainstorming, students try to think of a word beginning with each letter of the alphabet that ties to a

⁹ Altieri L Jennifer, *Powerful Content Connection*, (International Reading Association, 2014) P.114

topic. This activity extends that idea. ABC+ Brainstorming is a fun, versatile vocabulary activity that requires preparation time on the part of the teacher. This strategy not only helps kids think about their prior knowledge before a thematic unit or topic begins, but also allows them to build upon that knowledge through discussions with the rest of the class.

This activity can be modified easily. If students have completed this activity once or twice, it might be fun to use this as a prestrategy and poststrategy. Allow the students to brainstorm on the ABC+ Brainstorming Sheet prior to starting a content area unit. Then collect the sheets. At the end of the unit, give the students back their sheets. See how many more contentspecific terms they can come up with on their post sheet. Students will love to see how their reading comprehension has grown.”¹⁰

¹⁰ Ibid ,P.115