

CHAPTER II

THEORITICAL FOUNDATION

A. Reading

Reading is regarded as one of English skills that need reader's interpretation from the text. In this sense, Nutal viewed that "Reading essentially focuses on meaning, especially delivering meaning from writer to reader".¹ It means that the reading activity builds thinking collaboratively among the reader, the writer, and the text,

1. Definition of Reading

Reading is a process to understand a content of the written text which done the reader to get information. McNamara argued that "Reading is an extraordinary achievement when one considers what it takes to read a simple story".² It means that reading is a performance to get information from text.

According to Naf'an Tarihoran and Miftahul Rahmat "Reading is private, it is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message

¹ Christine Nuttal, *Teaching Reading Skill*, (London: Macmillan Publisher, 2005), 3.

² Danielle S. McNamara, *Reading Comprehension Strategies: Theories, intervention, and Technology* (New York: Lawrence Erlbaum Associaties, 2007), 3

who is distant in space and time.”³ It means that reading is privacy that makes reading is a skill to process of reading and responding to a writer is not directly observable to get information.

This skill is also realized by the ability of the readers to identify the rules of the language used by the writer to transfer the information. The ability of readers has includes the identification on all correct grammatical aspects of the language the writer is writing, the types of the information the readers are transferring, and the rhetoric the readers are conducting in a communicative-event.

Based on the definition of reading above, the writer can conclude that main point in reading is a process in understanding the meaning of the passage or in the order word is find out the factual information from the text. Like understand the text with explicit and implicit. Reading may be defined as an individual’s total inter-relationship with symbolic information. In reading activity process cannot release from comprehension process.

2. The Purpose of Reading

In reading a text, of course readers can find purpose from the text. By reading, they can know the way of reading and how the sentences or words will be read. The students can find some vocabularies, remember it, and get information of the text. Every student has their own purposes to read something.

³ Naf’an Tarihoran, *Reading 1 Basic Reading Skills* (Serang: Banten Provincial, 2012), 1.

Naf'an Tarihoran and Miftahul Rachmat states that "reading have some kind of purpose"⁴:

- a. Reading for pleasure
 - 1) To follow a narrative
 - 2) To enjoy the sound and rhythm of a literary text
- b. Reading for a general impression
 - 1) To gain an idea of the writer's viewpoint
 - 2) To gain an overall impression of the tone of a text
 - 3) To decide whether or not to read the text
- c. Reading for organizing reading and study
 - 1) To identify the important content of a text
 - 2) To answer specific questions
 - 3) To decide which section of a text to start studying
- d. Reading for learning content or procedure
 - 1) To gain an understanding of new concepts
 - 2) To learn certain facts from a text
 - 3) To follow instruction

Based on explanation above, readers should have strong comprehension to draw conclusion about what they read, what is important, what is a fact, what is cause something happen. Comprehension involve combining skill, the reader can reach the purpose.

The main purpose in reading is to find the information and to get pleasure or enjoyment. Reading for information means that

⁴ Naf'an Tarihoran, *Reading 1 Basic Reading Skills*, (Dinas Pendidikan Banten: CV Cahaya Minolta, 2012), 7-8.

the reader understands the meaning of the passage and get important of the passage.

Reading for information, it means that reader can get information from the text, such as reading newspaper, journal, article, textbook magazine, etc.

3. The Kind of Reading

When reading printed word, the readers not only pay attention the purpose of reading but also the reader knows the kinds of reading. According to Mikulecky and Jeffries, they revealed that the differences kinds of reading skill, as following:

a. Reading for Pleasure

Reading for pleasure is the reader read a text whatever the reader wants. It could be fiction or nonfiction. This activity brings the reader enjoy and fun.

b. Reading Comprehension Skill

Reading comprehension is the activity when the reader's brain, the text, and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she or he reads and remembers about it. In this notion, Mikulecky and Jeffries divided into ten parts.

1) Scanning

Scanning is the high-speed reading. The reader has information that the readers need it earlier after that she or he skips the unimportant word.

2) Previewing and Predicting

3) Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about that book.

4) Vocabulary Knowledge for Effective Reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

5) Topics

Finding the topic of the passages is the others strategy to read of meaning. It gives an advantages to use a question the topic the text are reading about such as what is the general idea? Or what the text is?

6) Main ideas

The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

7) Pattern Organization

Mikulecky and Jeffries classified four common patterns while reading comprehension they are, first list of related ideas, sequence, comparison or contrast and cause effect.

8) Skimming

Getting the general sense of a passage or a book fast could save the reader's time.

9) Making Inferences

Some reading passages do not state the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

10) Summarizing

Summarizing from the important key points is to retell of a reading text and make shorter form.⁵

c. Thinking Skill

In thinking skill, when the reader reads an English text, she or he is forced to think English. Then, the reader must know the complexity semantic and or logical connection.

d. Reading Faster

By reading faster, the reader will be efficient and become more enjoyable.

Thus the reading kinds apply to any given text should be a function of the kinds and content of the text on the one hand and our reading purpose on the other. It is important to use these strategies appropriately, and flexible, obviously not all texts need to be read intensively, though language learners often apply only this strategy to text in foreign language.

⁵ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (New York: Addison Wesley Publishing Company, 1996), 14-167.

B. Reading Comprehension

1. Definition of Reading Comprehension

Before defining reading comprehension. It is better for writer to define the meaning comprehension. Namara sates that comprehension is “The interpretation of the information in the text, the use of prior knowledge to interpret information and ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about.”⁶ It means that comprehension is expected to improve information and knowledge by using coherent representation in the picture, graph, and table or between ideas and facts.

According to The National Reading Panel states that, “reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.”⁷ It means that reading comprehension is a process of interaction between a reader and a text to get information from that text and to form an interpretation and to draw a conclusion of that information.

According to Naf’an Tarihoran and Miftahul Rachmat states that, “reading comprehension can be defined as the level of

⁶ McNamara, *Reading Comprehension Strategies: Theories, intervention, and Technology*, 28

⁷ Cetalweb “*Text Reading Strategies*,” Retrieved at 27th of January 2016 at 11:30. <http://lbcc.edu/WRSC/documents/PreviewingRdgPassage.pdf>

understanding of a passage of the text.”⁸ It means that reading comprehension can be defined as the mental processes that good readers use to understand what they going to read in the text.

Reading comprehension can be improved by: teaching students to assess their own comprehension actively test comprehension using questionnaires, and by improving meta-cognition. Teaching conceptual and linguistic knowledge is also advantageous. Proficient reading comprehension depends on the student ability to recognize words quickly and effortlessly. If word recognize is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

So, the writer can conclude that reading comprehension is some activities to understand what has been read. It is an active, thinking process that depend not only one comprehension skills but also to gain overall understanding of what is described in the text.

2. Level of Reading Comprehension

Reading has levels of reading. This level reading as seem from the reading skill of students the success of the reading students depending on the level of the text, therefore there much is a balance between the material and ability of students. According to Petter Westwood “Reading comprehension divided

⁸ Naf’an Tarihoran and Miftahul Rachmat, *Reading pre-intermediate reading skills* , 52.

into four levels. They are: Literal level, inferential level, critical level and creative level.”⁹

a. Literal level

Literal level is the first level of reading comprehension. At the literal level the basic facts are understood. It means recognizing stated main ideas, details, causes and effect, and sequences.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. It means inferring main ideas of passage in which the main ideas are not directly stated or inferring referents of pronouns, and inferring referents of adverb. This level will be used by written as a measure of students’ reading comprehension of narrative text, because the students are able to understand the text by giving inferring about what they have read based on main ideas, pronoun and adverb.

c. Critical level

At the critical level the reader assesses the good sense of what he or she is reading, it is clarity, accuracy and any apparent exaggeration or bias. The critical reader must be an active reader, questioning, searching for facts and

⁹ Petter Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment* (Camberwell: ACER Press, 2001), 21.

suspending judgement until he or she has considered all of the material.

d. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

B. Previewing

1. Definition of Previewing

Before you begin reading, take some time to quickly look at the material and note what type of information the reading contains, how it's organized, whether it includes illustrations, and any other details. A textbook or articles usually provides several layers of meaning and is organized to help readers make sense of the information. Previewing also especially useful for getting a general idea of heavy reading like long magazine or newspaper articles, business report, and nonfiction books. It can give you as much as half the comprehension is as little as one - tenth the time. "For example, you should be able to preview eight or ten hundred page reports in an hour. After previewing, you will be able to decide which reports (or which parts of which reports) are worth a closer look."¹⁰ It means that before the readers read the entire

¹⁰ Naf'an Tarihoran, Miftahul rachmat, *Reading 2 pre-intermediate Reading skill*), 52.

page they can read that book in the part of closer book to know what are purposes or the meanings that book about.

According to Naf'an Tarihoran and Miftahul Rachmat "previewing is one of the three basic speed reading techniques and allows picking the main idea and important information before digging into details."¹¹ It means that previewing is a process reading and find out a big picture or the outline before the readers actually read the text into more detail. By using previewing before read, the readers can make a big difference in how well we understand what the readers read.

Previewing as the way to read before the real reading. When readers preview a textbook or article they will get and find an idea in the text, then brain can begin making connections. By Using previewing for just a few seconds, readers can pick up a great deal of information about the text.

So, the writer can conclude that previewing means the reader look and find out information at book's cover or at introduction of article. In this condition, the reader will have "educated guess" about what the textbook or articles means.

¹¹ Naf'an Tarihoran, *Reading 1 Basic Reading Skills* (Serang: Banten Provincial, 2012),13.

2. The Strategy of Previewing

“The first step in effectively reading any piece of material is previewing”¹². It means that previewing simply means looking over your reading material in order to become familiar with its content before you actually begin reading it.

Many students jump into a reading assignment by just beginning with the first word and reading on from there. This is not an efficient reading technique because it does not give you any real idea of what the material is about or where the author is taking you. Previewing, on the other hand, gives reader the “big picture” of what is in store for you. Previewing gets you thinking about the material and your own experiences with it. Previewing helps reader to better understand the information and helps readers get interested in the reading.

When the reader preview the reading, do the following ways:¹³

a. Skim through the page

The length should give the reader some idea of how much time we need to read the selection.

¹²Cetalweb “*Text Reading Strategies*,” Retrieved at 27th of January 2016 at 11:30. <http://lbcc.edu/WRSC/documents/PreviewingRdgPassage.pdf>

¹³ Shelley O’Hara, *Improving Yor Study Skills* (Canada: Wiley Publishing:2006), 44

b. In a textbook, looking at the table of content to get a sense of what that reading about. When looking at the table of contents, also note how the information is organized, so that the reader have a sense of how the information is related. Most commonly, writers follow an outline with major headings, and then include minor headings within the major headings.

c. Read the introduction

The introduction usually gives the reader a snapshot or overview of the chapter or article. Also, some textbook chapters list objectives or topics so that the reader can see in a quick-list format what subjects are covered and what expected to be able to do after completing the chapter or lesson.

Based on the strategy previewing above, the writer can conclude that the strategy of previewing make the reader more easier to understand what are sense of the text and they not wasting their time when the reader should have fulfil the question in the reading assignment. After previewing the articles or textbook the reader have a good idea of the topic, what's covered, how the information is organized, and how the information is related.

3. Previewing The Reading Assignment

Reading is important, and what many students fail to realize is that they can improve reading skill. Doing so pays big rewards, because better reading will improve students' performance in just about every subject. All readers – not just those that did not like to read or are not good readers – should look for ways to develop their reading skills. There is always room for improvement. Many of student readings will be from textbook, but they may also have reading assignments that consist of articles, web site information, newspaper stories, and other non-literature selections.

When the readers preview a reading assignment they become familiar with its contents and goal before they start to read. This helps to make the reading an easier, faster, and more effective learning experience. In a textbook, look at the table of contents to get a sense of what you're reading about. When looking at the table of contents, also note how the information is organized, so that you have a sense of how the information is related, most commonly writers follow an outline with major headings, and then include minor headings within the major headings. In more concept books, and then include minor headings within the major headings.

Furthermore, when student previewing a reading assignment in the textbook or articles, do the following guidelines for previewing reading assignment:¹⁴

a. Read the title

The title often will give you the topic or subject of the reading passage. As you read the title, begin thinking about the reading passage. “Does it tell you what the passage is about?” “Do you know anything about this subject?”

b. Read each bold face heading and read and underline or highlight the first sentence under each heading (This first sentence often provides the main idea for the section).

c. Look at the first line or sentence of each paragraph and the last sentence of the final paragraph. These sections often contain important information.

d. Read the comprehension questions at the end of the chapter to know and find out what the authors consider most important in chapter.

When the reader wants to answer the following question from that textbook or articles remember this notice, it is can make the reader not confused when they answer the question:

¹⁴ Naf'an Tarihoran, *Reading 1 Basic Reading Skills*, 13.

- 1) Notice the first, the reader able to look at question and understand it's before they read that articles. It can be easier for the reader to answer the questions and not waste their time in read some articles.
- 2) Second, in the article or text book also there are maps, picture, chart, names, dates, or numbers in the passages. It can use as information to help the reader know and answer the question.

In short, that strategies of previewing in reading assignment in the textbook or articles can make the readers easy and faster to answer the following questions. Previewing does not give all the detail, but it does keep from spending time on things the reader do not really want-or need-to read. So it can improve the reader reading comprehension.