

CHAPTER II

THEORETICAL FOUNDATION

A. Definition of Reading

Reading is the most important skill of all for most of students of English throughout the world. Reading is the ability of an individual to recognize a visual form with a sound or meaning acquired in the past, and on the basis of the past experience, understanding and interpreting its meaning.¹

Reading is the fundamental way that we engage with books.² Reading is very important to increase our knowledge and insight, even verses of Qur'an were sent down first is about reading.

Which means: "read in the (call) the name of your lord who created"³.

This indicates that the reading is very important for all human. All the science we will get a lot of reading.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, proposition, and stylistic features. Deep discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge

¹Kennedy, X, J, *Literature: An Introduction To Fiction, Poetry And Drama* (Toronto: Little Brown And Company,1983), p.5

² Marsall, Catherine C, *Reading and Writing the Electronic Book* (Jakarta: Morgan & Claypool publisher, 2009),p.11

³ Al-qur'an surat al-alaq ayyat 1

what is shared among most readers in a community (called the common ground). At more global levels, the reader needs to identify the genre, rhetorical structure, plot, perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author the coding, interpretation, and construction of all of these levels are effortlessly achieved at a rate of 250 to 400 words per minute by a proficient adult reader.⁴

Reading is a visual process-vision is a symbolic process of seeing an item.Or symbol and translating it into an idea or image. Images are processed into concept and whole dimensions of thought.⁵

Reading is often referred to as a complex cognitive process. If we could understand reading we would understand the mastery of human mind. Reading is use full for other purposes to: any exposure to English (provided students understand it more or less) is good thing for language student. Reading is a language related process. The students should be helped to respond to the visual symbol which represent the same a auditory signals to which they held responded previously.

Reading may be defined as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that represent language, and the memory traces of the reader's past verbal and non verbal experiences.

⁴ Danielle S, McNamara. *Reading Comprehension Strategies* (New york, Law Renceeribaum Associates,2006), p. 3.

⁵Bennetteoseph, *A Course In Light Speed Reading*, (New York, 1997), p. 23

Other expects, explain: reading is receiving ideas, feeling and concepts. It is an activity that permits one to gain vast knowledge. When reading, one can live and ravel to various places through her imagination and become familiar with other people and cultures. Therefore, ideas can be transmitted from ones mind, the author to another's the reader.

To read it to groups language patters from their written representation. It is intended to emphases on two essential elements in reading. The language itself and the graphic symbolization used to represent it. Reading is a selective process, it involve partial use of available minimal language because selected from perceptual input on the basic of the reader's expectation. Reading is a way in which something is understood.⁶

Reading is an active cognitive process of interacting print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with exiting knowledge, comprehension of the information and ideas communicated. Reading is an active process because it involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitude and beliefs.

Reading is active, interactive, productive and cognitive. Readinginvolved an active search for information and interaction with the text. It requires the constant constructive involvement of the reader in what he is doing and it requires the use of

⁶Oxford, *Learner's Pocket Dictionary New Edition*, (Oxford, 1991), p. 343

senior high school abilities, thus, the more of each of these characteristics that is present in the reader during reading, the “better” the quality of his reading ability.

B. Type of Reading

Reading lesson may be given in single class or it may be added as supplementary work. Whether it is given as a single lesson or as supplementary work, the material of reading must be graded depending on the levels of the language learners. There are different types of reading: choral, intensive, extensive, and supplement reading.⁷

1. Choral Reading

Even though choral reading is relatively uncommon in modern language classes, this type of reading is still important in improving learner's pronunciation. Working in-groups will make language learners who are reluctant and shy to imitate the teacher's expressions individually.

2. Silent Reading

After language learners learn the words and expressions and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can be with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners. Reading aloud by the teacher and silent reading by the learner's to check whether the learners understand what they have read, the teacher can rest

⁷Huebener, *Teaching English As A Foreign Language*, (Graham Ilmu Yogyakarta, 2006), p.67

them by giving questions based on the text, by translation or by summarizing the text.

3. Intensive Reading

As the term indicated, each vocabulary and structural item is explained and made as part of the student's active language, pronunciation and intonation one stressed and each concept of allusion is clarified.⁸ Intensive reading where the student is expected to read short passage and understand everything. Reading passage can be used for consolidating structure and vocabulary as a springboard for other classroom activities, to increase pupil's passive vocabulary and pleasure.

4. Extensive Reading

In intensive reading “ as the term indicates each vocabulary and structure item is explained and made as part of students active language. Pronunciation and intonation are stressed; and each concept or allusion is clarified” besides intensive reading is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming.

For this kind or purpose it is better to teach the student from a shorter text and developed step by step to a longer one this is also called reading for accuracy.

5. Supplementary Reading

In extensive reading, the principles aim is comprehension the student are trained to comprehend or to understand the meaning or concept from a passage

⁸Wilga, M. Rivers, *Teaching Foreign Language Skill*, (Chicago and London University, 1980), p.363

silently without teacher's help on the higher stage extensive reading is very useful to gain the aim of extensive reading. Teacher has to teach their student the techniques of efficient and effective reading such as skimming has an important role in reading. It is a kind of reading which makes our eyes move more quickly on the printed material in order to get information within a short time. The quicker we read the more information we get⁹

C. Reading Comprehension

A prevalent and current view is that comprehension is a special kind of thinking process.¹⁰ The reader comprehends by actively constructing meaning internally from interacting with the material that is read.

Reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving.¹¹ It seems to involve

language, motivation, concept development, the whole of experience itself. It seems to be subject to the same constraints as thinking, reasoning and problem solving.

Comprehension is always directed and controlled by the needs and purposes of an individual and crucially depends on that individual's background knowledge, reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to

⁹ Mary Finocchiaro, *Teaching English As A Second Language*, (New York: Harper And Row Publisher, 1969), p. 149

¹⁰ Alexander, J. Still, *Teaching Reading Third Edition*, (Scott, Foresman And Company, 1988), p.160

¹¹ Parson, P. David And Johnson, D. Dale, *Teaching Reading Comprehension* (Company, 1978), p.8

read.¹² Activation of background of knowledge is essential to the reading comprehensions process.

The ultimate goal of reading instruction is to develop readers who can, and do, comprehend and react to what they read. Word occurs in small groups (phrases), and in larger groups (sentences). To understand reading comprehension one should begin analyzing what comprehension involves and how it relates to entire reading process.

Reading comprehension involves taking meaning to a text in order to obtain meaning from that text. The ability to comprehend printed or written material, however involves much more than recognizing words, knowing their appropriate meanings, and reading phrases and sentences. Reading comprehension is a complex process involving many different types of higher level thinking skill.

Comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literature.¹³ There is often an assumption in the literature that it is the goal of the reading process. A focus on comprehension is in line with our feeling that this is what reading to getting information from written texts. And there is no doubt that our monitoring of our own reading comprehension is of major importance. A judgment, that we have

¹² Alderson J, Neil, *Exploring Second Language Reading: Issues And Strategy* (IYP An International Thomson Publishing Company, 1999), p.38

¹³ Urquhart A, H and Weir C.J. *Reading In A Second Language Process, Product And Practice*, (Longman, 1998), p.85

not understood a text may well leave us unsatisfied, or lead us to re-read it, or perhaps reject it in disgust.

Reading comprehension is understanding a written text means extracting the required information from it as impossible.¹⁴ A competent reader will quickly reject the irrelevant information and find what he is looking for. It is enough to understand the gist of the text more detailed comprehension necessary.

Comprehension is the process of getting meaning from a page; comprehension is the process of bringing meaning to a text. Each reader brings meaning to a text, then each comprehension is likely to be different.

Comprehension is careful reading, which aims to extract perfect comprehension, is superior to any other kind of reading.

Comprehension cannot be viewed simply as the product of any reading activity. Rather, in any reading situation, comprehension will vary according to the reader's background knowledge, goals, interaction with the writer, etc. Comprehension is a useful term to contrast with decoding, otherwise it is best perhaps taken as the product resulting from a particular reading task, and evaluated as such.

Activation of background knowledge is essential to the reading comprehension process. Comprehension is always directed and controlled by the needs and purposes of an individual and crucially depends on that individual's

¹⁴Grellet, Françoise, *Developing Reading Skills: A Practical Guide Reading Comprehension Exercise* (Cambridge University Press, 1986), p.3.

background knowledge. Reading comprehension is most likely to occur when student's area reading what they want to read, or at least what see some good reason to read.

Based on the statement above, the writer can conclude that reading comprehension understands a written text means, quickly reject the information and find what he or she is looking for. To reach this, the student must improve their reading. They can read book likes novels, short stories newspaper magazines etc.

Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purposes set for, or by, him. It may be finding a particular piece of information solving a problem through reading, working to understand an idea, or following a set directions.

D. The kinds of reading comprehension

According to Jeremy harmer, there are two kinds of reading method:

a. Top-Down method

It can be done by the reader to get a general view of the reading passage from the first page to the down page. In some way, observing the overall picture. This is greatly helped if the reader schemata allow them to have appropriate expectation of what he going to come across

b. Bottom-Up Method

The reader focuses individual words and phrases, and achieves understanding by stringing these detailed elements together to build up whole

E. Technique of Testing Reading Comprehension

The following sections deal with what is currently known about some of the more commonly used techniques for testing reading.

- a. Discrete-point versus integrative techniques
- b. The cloze test and gap-filling test
- c. Multiple choice techniques.
- d. Alternative objective techniques.
- e. Matching technique

F. Definition of Paired Reading Technique

Paired reading is a straight forward and enjoyable way for more able readers to help less able readers develop better reading skills. In north America it is also known as Dialog reading. The method is adaptable to any reading material, and tutees books which are of intrinsic interest to them. Encouragement to read little and often is usual.¹⁵

This technique is very exciting for students because students can correct each other with your partner about how to read a text and students can also share about the meaning of the text with a partner. so that they can complement each

¹⁵ Keith Topping, *Paired Reading, Spelling And Writing* (New York: Cassell,1995), p.1

other. This technique also requires students to take an active role in the classroom when learning. so they do not feel bored when learning.

This technique is a good solution to assist teachers in providing an understanding of the students about the text. So they can create an effective learning.

Paired reading technique is a technique in which students are paired for Cooperate in understanding an article, in practice paired reading technique must use strategy. That students who read a higher level in the pair with students who are less fluent reading level. So that, both can work together to improvement process. Paired reading techniques many benefits first through paired reading technique students to partner or collaborate to improve reading comprehension. The second helps to read the rest of the lower level of the standard to facilitate the reading level so that they can complement each other.

G. Adaptation Techniques Paired Reading In Class

Paired reading technique in which students are paired to work together to read and understand an article, in practice paired reading. Techniques must use strategy. Strategy the students to read more current levels can be paired with students who are less fluent reading level so that both can work together to process improvement. Paired reading technique is a lot of benefits first through paired reading techniques students can partner or collaborate to improve reading comprehension. The second helps to read the rest of the

substandard level to facilitate the reading level so that they can complement each other.

H. Theory of Paired Reading Technique

According to the automat city theory proposed by laberge and Samuels (1974), comprehension difficulty among some readers may be caused by the fact that conscious attention is consumed with decoding the words in the text. The authors theorized that the brain has a limited attention capacity : so to comprehend what is read, individuals must be able to decode words both accurately and automatically, fluent readers, unlike beginning or remedial reader, are able to decode automatically without attention; thus they are able to process meaning at the same time that they decode words bloom (1981) stated that the mastery of any skill – whether a routine daily task or highly refined talent depends on the ability to perform unconsciously with speed and accuracy while consciously carrying on other brain function. When is decoding automatic? Obviously, accuracy is one prerequisite, however, accuracy in itself does not ensure automat city. Samuels (1979) indicated that if two tasks are performed simultaneously, at least one of them is automatic. He set 85 words per min as the rate at which decoding is considered automatic. The repeat reading procedure includes the following steps:

- a. The students read a short passage aloud while time and reading miscues are recorder by the teacher.

- b. The students practice reading the passage silently or orally several times:
- c. The students reread the passage aloud again as the teacher records times and miscues, and
- d. The teacher and students prepare a graph depicting the growth in performance between the first and last reading.

A number of studies (herman, 1985: knupp. 1988: rashote&torgesen, 1985: Samuels 1979) examined the efficacy of repeated readings. Initially, these researcher investigated the effects of repeated readings for improving reading rate and words recognition errors with the implied presumption the automat city would ensure comprehension¹⁶

I. Strategy Paired Reading

a. Before reading

work with partner and take turns identifying connections between any two words on the list be sure to explain your rationale for the connections you make individuals from each pair than share with the class use visual to support ells. Young students and others who visual assistance.

Benefit of pair work and oral sharing include

1. Student develop oral language
2. Student receive appropriate modeling
3. Student practice supporting and refining their own ideas

¹⁶ Susan P. Human College Of Education University Of South Florida

4. Student can ask for clarifications of term
5. The teacher can prompt higher level through follow up questions
6. The teacher can discuss the connections made and focus on specific skill used such as synonym, antonyms, root words derivatives.
7. Students become more curious about reading task that follows

b. During Reading

Read the assigned selection and identify the connections made in the book that the class suggested look for new connections and record the connections you feel are the most interesting or important to remember on the connect two sheet provide it pair works: silently read identified portions of a passage or take turn reading out loud and then discuss connections found with your partner record ideas.

c. After reading

Individuals or partners share their connections with their teams and then team member shares with the class the teacher again uses questioning technique to promote higher level thought and increase language development. Students discuss the connections and what they learned.

Then identify what they feel would most students to be tested on the material they identify the connections they feel would most likely be included on an assessment measure the teacher provides feedback

and additions as needed. Students are encouraged to use the new vocabulary as relevant in follow up assignments a teacher may require use of a specified number in a closely related written assignment.

Paired reading is an evidenced-based strategy. Designed to increase reading comprehension. The author conducted a meta analysis to ascertain essential instructional components of repeated reading on reading comprehension. This analysis indicates that paired reading can be used effectively with nondisabled students and students with learning disabilities to increase overall comprehension ability. Essential instructional components of paired reading varied as a function of the type of paired reading (whether effectiveness was evaluated reading the same passage or different passage)¹⁷

This strategy needs to be taught in order to give students an opportunity to practice their oral reading and receive feedback from a proficient reader. Research has proven that repeated oral reading is very beneficial in the development of fluency¹⁸

¹⁷[http://www.associatedcontent.com/article/668185_lesson_\(by_Julie_Salkowski_2008\)](http://www.associatedcontent.com/article/668185_lesson_(by_Julie_Salkowski_2008))

¹⁸[http://www.rse.sagepub.com/cgi/abstract/25/4/252_\(William_J_2004\)](http://www.rse.sagepub.com/cgi/abstract/25/4/252_(William_J_2004))