CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Reading

Reading is an active process of communication. From wtitten to reader occurs only if the reader can take meaning to the printed page. Also it is a process to understand the content of the text which is done by reader to get imformation. Reading is one of the basic skills in learning a language. Considering of the fact that everyone has opinion and view about something, many reading experts give their opinions and view about reading. Reading can be defined in many ways. It depends on the one who will give the definition. To make sure we know exactly what reading is, here are some definition of reading according to some expert. What is reading? Reading is making meaning from print and from visual imformation. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.[1]

Reading may be defined as an individual'stotal interrelationship with symbolic information. Reading is a communication process requiring a series 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

[1] Judi Moreillon, *Collaborative Strategies For Teaching Reading Comprehension*, (Chicago; Library Assosiation, 2007), 10.

patterns, and these thought patterns require practice to set them into the mind.[2]

Reading is a skill that is used in all subject areas and can greatly increase or decrease a student's success in the classroom.[3] Every learning there will be a session that student must reading the text, it will make students understand what they read. Reading does not from textbooks alone, many sources can be used to get information, such as in newspaper, magazine, other reading books, even from the internet.

Reading is one of basic skills in learning a language. To make sure that we know exactly what we read is here some definition of reading according to some experts. Traditional view on reading tends to see reading as a passive. Reading is an active interaction (or communication) for information or enjoyment, between writer and reader mediated through text. Reading is now seen as a psycholinguistic process, a combination of the use of reasoning and language clues. When a person reads, he is attempting to discover the meaning of what he is reading by involving three competencies.[4]

According to Jacobs, Schall, and Scheibel Reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other

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[2] Naf'an Torihoran, Miftahul Rachmat, *Reading Basic reading skills* (Serang; Loquen Press, 2010), 3.

[3] Emiliya Sukma Dara Damanik, *Modul Reading 2, Reading Comprehension*, (Serang; English Education Departement, 2015), 1.

[4] Padade Parlindungan, Mustofa, *Reading Comprehension Skill Book 1*, (Jakarta; English Departement Indraprasta PGRI University, 2005), 1.

people.[5] When people want to know an information or knowledge, it must have a habit of reading. Reading does not grow from imitation or habits of others, but grow from the bottom of each other. The people who often reading will know more information or science than people who rarely read. This proves that reading habit must be built and developed by self.

According to Margaret Perkins reading is such a wonderfull thing to be able to do. It offers experiences, emotions, relationships and expressions which are either new and challenging or familiar and comforting. Why do i read ? i cannot answere that question in any better way than to use the words of Wendy Lesser "The kind of pleasure you can get from reading is like no other in the world. Because reading is such an individual act, the pleasures we derive will not be identical. That is as it should be. Reading can result in boredom or or transcendence, rage or enthusiasm, depression or hilarity, emphaty or contemp, depending on who you are and what the book is and how your self is shaping up at the moment you encounter it. This effect will be particular to each person changes over time and the richer and more complicated the book is, the more this will be true."[6]

Reading is a complex process made up of several interlocking skills

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[5] Judi Willis, *Teaching The Brain To Read, Strategies For Improving Fluency, Vocabulary and Comprehension,* (Aleandria; Association for Supervision and Curriculum Development, 2008), 2.

[6] Perkins Margaret, *Becoming A Teacher Of Reading*, (Los Angeles; SAGE Publications Inc., 2015), 15.

and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world. The tapestry of effective reading is woven from six foundational threads Without each thread being present in the tapestry of an individual's reading abilities, there are holes and the weave cannot hold tight and cannot function for lifelong use.[7]

Bacon remarks in his essay Of Studies "Reading makes a full man." Reading means to understand the meaning of printed. words Le. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.[8]

According to Anderson, reading is an active, fluent, process with involves the reader and the reading materials in building meaning. Meaning doesnt reside on the printed page, nor is it only in the head of the reader. A synergy occurs in reading which combines that words on the printed page with the readers background knowledge and experiences. Readers move through

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[7] Karen Tankersley, *The Threads of Reading Strategies for Literacy development*, (Alexandria; Association for Supervision and Curriculum Development, 2003), 2.

[8] Jain M. Praveen., Patel, *English Language Teaching (Method, Tools and Technique*, (Jaipur; Sunrise Publisher and Distributor, 2008), 113.

the printed text with spesific purpose in mind to accomplish specific goals.[9]

William grabe cited several notions of reading according to some experts, including according to Urquhart and Weir that reading is the process of receiving and interpreting information encoded in language form via the medium of print, or comprehension accurs when the reader extracts and integrates various information form the text and combines it with what is already known. Reading is an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively constucts the meaning of the text by comprehending what the writer intends and by interpreting it in term of the background knowledge activated by the reader.[10]

According to Francoise that reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.[11]

Reading is thinking. To read well you must think clearly and logically. Some students think that reading in English language is very difficult for them, because it is not their native language.

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[9] Ila Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, (Serang; CV Aji Putra, 2014), 7.

[10] William Grabe, *Reading in a Second Moving From Theory to Practice*, (Cambridge; Cambridge University Press, 2009), 15.

[11] Grellet Francoise, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercises*, (Cambridge; Cambridge University Press, 1986), 7.

The answer is most definitely. No, reading in English is like reading in your native language. This mean that it is not always necessary to read and understand each and every word in English.[12] Beside it students must get used to reading English and using it in daily conversations with either their friend or teacers. The only way you can become a good reader is through practice you cannot just read few paragraph in your English book once a fluent reader, you need to read constantly, you should carry something to read with you wherever you go.

B. The Purpose of Reading

Every students has their own purpose to read something, this is type of reading purpose :[13]

1. Reading to search for simple information and reading to skim information

   Reading to find simple information is a common reading ability done by everyone. usually people read books, newspapers, magazines or other reading texts because they want to know the simple information contained in the text. In reading to find information and understand it, someone usually scans text for a particular word, or a certain piece of information, or some representative phrases. the text that is read is not whole,

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[12] Naf'an Tarihoran, Miftahul Rachmat, *Reading Intermediate Reading Skills, (*Serang; Loquen Press, 2010), 1-12.

[13] William Grab, Stoller Fredricka, *Teahing and Researching Reading 2nd ed*, (Great Britain; Person Education Limited, 2011), 5 – 8.

but only certain parts that can provide information or conclusions to the core of the text.

2. Reading to learn from text

Reading to learn is usually used in the teaching and learning process where everyone needs to read a lot to get conclusions or information from a text. In this case it requires the ability to remember the main ideas and a number of ideas that describe the main and supporting ideas in the text. In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

3. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information.

4. Reading to general comprehension

Reading to general information is usually used by someone who wants to know information in general. Everyone who read, they want to understand the text what they read. This method is closely related to the purpose of reading so that the reader knows the purpose of reading it for pleaasure or for entertine.

5. Reading to evaluate

Reading to evaluate is usually used by someone to respond to other reading texts. so that readers must read other sources to reinforce their responses, either evaluation or criticism. the reader must use the information he obtained to make a reading text better than before.

It can be concluded that reading is a very complex and has spesific purpose. Readers use a variety of reading strategies or ways to assist with decoding (to translate symbols into visual presentations of speech) and comprehension. Good readers also use context clues to identify the meanig of unknown words. To et the meaningof the text, during the process of reading, must integrate the word they have read into their existing framework of knowledge.

C. Kinds of Reading

When people read they read for a purpose determines how people read a text. Generally there are two kind of reading strategies although they are sometimes called reading skill which means reading for the purpose of getting out certain idea from the text according to the teachers need.

Different kinds of text necessitate different reading skills. To read the paragraphs in the textbooks students must be capable to understand the text. For instance, requires reading skills are different from the one you use to read a TV program and to read a short story necessitates you to use reading skills that you might never use in dealing with a scientific journal. To be an efficient reader, you should always adust your reading skills. There are two ways in reading to find pout the information of the texts. They are skimming and scanning:[14]

1. Skimming

   Skimming is to read quickly in order to get the general idea of a passage. In skimming, it is necessary for you to read only selected sentences in order to get the main idea. You should also use textual clues and signals, such as italicized or underlined words, headlines or subtitles, spacing, paragraphing, etc., to predict the content of the text.[15]

   Skimming is the other major type of selective reading. It differs from normal reading in that not all of the material is read. Chunks of material of various sizes are skipped over. It

[14] Pardade Parlindungan, Mustofa, *Reading Comprehension Skills Book 1*, (Jakarta; Indraprasta PGRI University,2005), 61 – 65.

[15] Pardade Parlindungan, Mustofa, *Reading Comprehension Skills Book 1*, (Jakarta; Indraprasta PGRI University,2005), 61.

differs from scanning in that it is an effort to get general information rather than specific facts. According to Alton skimming is particularly useful to students who have a great deal of supplementary reading in addition to required textbook reading. It is usually much better to skim a variety of materials

on a topic than it is to cover one or two readings in depth. You tend to build up a better background on the topic that way

Skimming is used to quickly gather the most important information or gist. Use skimming to quickly get up to speed on a current bussines situation. It's not essential to understand each word when skimming.[16] So skimmiing is reading the text quickly, comprehensively to get an overview, an important part, and refresh the memory of what we have read.

2. Scanning

Scanning is to read quickly in order to locate specific information. Every time we look for a particular name, telephon number, date, program, a table, a grape, a menu we are scanning. We scan because we are only interested in finding the answers to our questions as quickly and as easily as possible. We are not interested in the whole text.[17] Scanning, by definition, is the term used to describe a selective reading process in which you are searching for certain facts or information.

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[16] Naf'an Tarihoran, Miftahul Rachmat, *Reading 3 Intermediate Reading skills*, (Serang; Loquen Press, 2010), 1.

[17] Pardade Parlindungan, Mustofa, *Reading Comprehension Skills Book 1*,(Jakarta; Indraprasta PGRI University,2005), 61.

Skimming and scanning are useful skills. They do not remove the need for careful reading but they enable the reader to select the texts that are worth spending time. Our goal is to enable you to *skim when it is appropriate to the material and your purpose*. Skimming will never be a complete substitute for reading and should not ever be confused with reading.

So, scanning is a reading strategy by scanning all text in a book or paper by looking at the whole set by the reader. scanning is a memory picture of a book or paper that is seen at a certain limit and remembers the part or full of the page.

3. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well as bussiness books. Jack Ricard state "Extensive reading is seen as offering many advantages, some of which are as followas :[18]

a. Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure.
b. Increased knoelwdge of the world
c. Improved reading and writing skills
d. Greater enjoyment of reading
e. More positive attitude toward reading
f. Higher possibility of developing a reading habit.

[18] Jack Ricard and Willy A. Renandy, Methodology in Language Teaching: An Anthology of CurrentPractice, (Cambridge: Cambridge University Press, 2002), 298

Based on the definition above, extensive reading as used to obtain a general understandiing of a subect an seen as offering many advantages.

4. Intensive Reading

Itensive reading is used on shorter texts in order to extract specific information. It include very close accurate reading for detail.[19] The nation intensive reading, Harmer has defined that the reading activity focuses to learn composition of the text which is the variants of the text depends on the purpose of the reader.[20] In other words, studying the contraction of the text, which has a certain purpose by reader, can be read intensively.

The classic procedure for intensive reading is a grammar translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure as long as it is only a part of the reading program and is

[19] Naf'an Tarihoran, Miftahul Rachmat, *Reading 3 Intermediate Reading Skills*, (Serang; Loquen Press, 2012), 2.

[20] Jeremy Harmer, *How to Teach English* , (Essex; Person Education Limited, 2007), 99.

complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.[21]

So, intensive reading is type in reading can help students to grasp the details of meaning the specific paragraph in the text, it is help students understand the text and much word of the consist in the texts. Intensive reading in the practice needs role to help students more understand the text when the student read the text, in Jeremy Harmer book there are four roles when ask the students to read intensively as followed:[22]

a. Organizer

   Organize the students, how to achieve the reading purpose through give clear instruction.

b. Observer

   Giving space for reading to students, to observe their progress since this will give valuable information about how well they doing individually when they are reading the texts.

c. Feedback organizer

   Feedback is when the students has completed the task successfully.

d. Prompter

   Prompter is control students about they read a text, when they had not come across previously.

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[21] I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York; Outledge, 2009), 25.

[22] Jeremy Harmer, *The Practice Of English Language Teaching*, (Cambridge; Cambridge University Press, 2004), 213.

Based on the kinds of reading above, the researcher focuse on extensive reading because extensive reading as used to obtain a general understanding of a subject and seen as offering many advantages.

D. Comprehension

Comprehension is defined as an crease in information, as a result of reading. Reading text are language texts. Hence comprehension is a response to the language system. A general component in many definitions of comrehension is the interpretation of the information in the text, the use of prior knowladge tointerpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about[23].

Comprehension is expected to improve to the extent that they can enact the procedures or at least form visual images of the objects and actions. Readers who have the metacognitive strategy of grounding teh entities and events mentioned in the text are exwected to show comprehensions advantages over those who do not bother taking such extra cognitive steps[24].

Metacognition is understanding and perception. In the simulest terms it means understanding the process of knowing, or how (not just what) readers now and perceive.

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[23] Danielle S. Mc Namara, *Reading Comprehension Strategies*, (Philadelphia; LawrenceErlbaum Associates, 2007), 28.

[24] Danielle S. Mc Namara, *Reading Comprehension Strategies*, (Philadelphia; Lawrence Erlbaum Associates, 2007), 15.

The definition above, there are many other about comprehension wich will be presented by the writer, such us : comprehension is not only given text should be a funtion of the type and content of the text on the one hand, and our reading purpose on the other. It is important to use these startegies appropriately and flexibly, obviously not all texts need to be read intensively, though language learners often apply only this strategy to textsin foreign laguage, above is the main way to read a good and true in a way different, consisting of four ways. Thus the reading style we apply to any given text should be a function of the type 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 flexibly, obviously not all texts need to be read intensively, though language learnes often apply only this strategy to texts in foreign language.

E. Reading Comprehension

Reading a text in not only the whole sentence in it, but also getting information from it. In order to give the description of what comprehension is, the researcher showed some difinition of comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.

Reading comprehension is involves much more than readers' responses to text. Reading comprehension is multicomponent, highly complex process that involves many

interactions between readers and what they bring to the text (previous knowledge, strategy use) as wellas variables related to the text it self (interest in the text, understanding of text). Reading comprehension depend on three factors. The first is the reader has command of the linguistic sttructures of the text. The second factor is the reader is able to exercise meta cognitive control over the content being reading. This mean that the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.[25]

According to Janne Shay that "reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message".[26] One of several experts said that "reading comprehension requaires an action on the part of the reader that action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning".[27]

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when divising reading comprehension exercises. It is possible, for instance, to develop the student's powers of inference through

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[25] Karen Tankersley, *The Threads Of Reading Strategies for Literacy Development.* (Alexander; ASCD Publication,2003), 90.

[26] Janne shay s, *Reading Assesment and Intruction for All Learner* (New York; Guilford Press, 2006), 223.

[27] Danny Brassell & Timothy Rasinski, *Comprehension That Works* (Huntington Beach; Shell Education, 2008), 16.

systematic practice, or introduce questions which encourage students to anticipate the content of a text from its tittle and illustrations or the end of a story from the preceding paragraphs.

Reading comprehension in English text not only on how the students' read that covers the accuracy of pronunciation and loud voice. However, reading comprehension is itself and activity to buid understanding of the meaning of a text that can then be translated by reader and through reader own language. Further understanding could be useful for others.

F. KWL (Know, Want, Learn) Strategy

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each students uses during the thinking reading process.

KWL charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

According to Ogle, the process of KWL in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.[28]

G. The Use of KWL Strategy in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners‟ background

[28] Jo Anne L. Vacca, Richard T. Vacca, Mary K. Gove , Linda C, at all, *Reading and Learning to Read 9th Ed.*, (New York; Electronic Publishing Service, 2015), 301

knowledge Ogle. It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

Students has a worksheet such as the one in table 2.1. for the first two steps, the teacher leads students in a discussion of the topic for the sellection they are going to read. During the last step students write their answers to the questions posed before reading.[29]

Table 2.1 : KWL Chart

K **(What I Know)**	**W** **(What I Want to learn)**	**L** **(What I Learned)**

[29] J. David Cooper, Michael D. Robinson, Jill Ann Slansky, Nancy D. Kiger, *Literacy Helping Students Construct Meaning 10th Ed.*, (Boston; Cengage Learning, 2015), 105.

Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

The activities of KWL strategy:

1. K (What I Know)

   Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want To Learn)

   Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include: what the student want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text. Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this; it provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students‟ learning needs at any level and in any content area.

H. Assessment of Reading Comprehension

Assessment is transformed from a thing that gets done to you by some external force into a thing that you (whether 'you' as a teacher or a student) do to yourself. According Alderson Assessment is able to establish power relationships (between teachers and students; between administrators and principals) that become established and habitual.[30] Based on the explanation above, there are criteria of reading assessment as follows:[31]

Table 2.2

Criteria of Reading Assessment

[30] J. Charless Alderson, Liye F. Bachman, *Assessing Young Language Learners*, (Cambridge; CambridgeUniversity press, 2006), 19.

[31]Martin Coles, Rhonda Jenkins, *Assessing Reading 2: Changing Practice in Classroom*, (Cambridge; Cambridge University Press, 2000), 19.

LEVEL	CRITERIA
1	Students recognize familiar words in simple texts. They use their knowledge of letters and sound-symbol relationship in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support they express their response to poems, stories and non-literary texts by identifying aspects they like.
2	Students reading of simple texts show understanding and is generally accurate. They express opinions about major events or ideas in stories, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
3	Students read a range of text fluently and accurately. They can use appropriate strategiesin order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
4	In responding to a range of texts, students show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information and a specific topic from more than one source, and use them effectively.
	Students show understanding of a wide range of texts,

5	selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and charactetrs, and select rrelevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students‟ knowledge and skills is as elemental in the educational process as delivering purposeful instruction.