

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading is the most important skill that the students must be mastered. Reading is also very possible to acquire to be success in the school and the future life. Because of reading can increase the student critical thinking, creative and spiritual. Moreover, reading very emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding interpreting and comprehending written material.

Many experts define the meaning of reading in some ways because reading is a complex process. This is the variety of definition. According to Harmer “Reading is useful for language acquisition.”¹ Whereas according to Penny Mckay said that, “Reading is both process and product. It means that the process or reading involves the interaction between the reader and the text. The product of reading is reading comprehension or internal construction of meaning; there has been understanding.”² Then, according to William grabe stated that, “Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor

¹ Jeremy Harmer, *How to Teach English* (Longman: Oxford university Press), 99.

² Penny Macky, *Assessing Young language Learners* (New York: Cambridge university Press, 2006), 224.

comprehension, repair comprehension breakdowns and match comprehension output to reader goals.”³

Further Jack C. Richards, effective reading involves complex processes with specific context including proficiency level, age, motivation, and reading process such as content mastery, general language development or the improvement of specific reading skill.⁴ Based on the definition of some expert above it can be concluded that reading is actually an activity dealing with words in a text. The reader plan is focused on how to arrest the meaning of the word in the text.

2. Definition of Reading Comprehension

According to Joanne Schudt Caldwell said that, “Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”⁵ It means that reading comprehension is a achieved the readers’ successfully extracts the useful knowledge from a text and constructs it into a new understanding. Comprehension is not a single totality process. The reader activity including a variety of simultaneous process. Reading comprehension is the process of building a connection between what the reader knows and what the reader doesn’t know, between the new or old.

Comprehension is constructing meaning from the printed material. It is an interactive process that requires using prior knowledge in combination with the printed material. Reading

³ Willian Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge university Press, 2009), 15.

⁴ Jack C Richards, *English Language Teaching Material: theory and practice* (New York: Cambridge university Press, 2010). P 131.

⁵ Joanne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide* (New York: The Guildfork Press, 2008), 4

comprehension can improve by teaching students to assess their own comprehension activity test comprehension using a question. It is the teacher ask a question about a students' reading. It means that the readers are active in constructing meaning through the process of integrating this knowledge with what they already know and answer question.

Based on the definition above, the researcher can be concluded that reading comprehension is defined as process of extracting and constructing meaning through interaction between the reader and text and achieves when a reader successful extract the useful knowledge from a text and construct in into a new understanding. Then, reading comprehension is in interactive process of finding meaning from the text.

B. Types of Reading

According to Brown in their book, there are four types of reading skill. Such as:⁶

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbols. Bottom-up processing is implled.

2. Selective

This category is largely an artefact 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, true/false, multiple choice, ect. A combination of bottom-up and top-down processing may be used.

⁶ H. Douglas Brown, *Language assessment Principle Classroom Practice* (Longman: San Francisco State university, 2004), 189.

3. Interactive

Including among interactive reading types are stretch of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text.

4. Extensive

Extensive reading as discussed in this book, applies to text of more than a page, p to and including professional articles, essays, technical reports, short stories, and books.

C. Factor Affecting Reading Comprehension

According to Dennis, there are some factor affecting reading comprehension, such as:

The first factor that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its application and different meaning. Then, a lot of vocabulary assist learners in explaining the unknown words through applying the opinion of context.

The second factor is related to the environmental condition that impact the learners who try to read a passage.

The third factor is pertinent to the anxiety during reading comprehension. Learners who experience this anxiety may not completely understand the instruction and this may lead to confusion and poor comprehension of the reading tasks.

The fourth factor is interest and motivation. EFL teachers should motivate their learners through providing interesting reading materials during their class time. Because if the reading materials is

interesting for learners, they can easily understand it and can remember it clearly.

The fifth factor is related to decoding or word recognition speed. It means that, the readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. The readers expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. The readers who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context.

The sixth factor is concerned with the medical problem. It means that, poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older.⁷

D. Reading Assessment

According to Brown, there are some assessments for Reading:⁸

1. Perceptive Reading

a. Reading Aloud

The test taker sees separate letters, words, and short sentences and read them aloud, one by one in the presence of an administrator. Since the assessment is of reading comprehension any recognizable oral approximation of the response is considered correct.

b. Written Response

⁷ Dennis, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement", *International Journal of English Linguistics*, Vol. 6. No. 5, (June-September, 2016), 183.

⁸ H. Douglas Brown, *Language Assessment Principle And Classroom Practice* (Longman: San Francisco State university), 190.

The same stimuli are presented and the task-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be assumed to be a writing error, for example: may actually be a reading error and vice versa.

- c. Multiple-choice response is not only a matter of choosing of four of five possible answer. Other formats some of which are especially useful at the low levels or reading, include same/different, circle the answer, true/false, choose the letter and matching.

- d. Picture-Cued Items

Test-takers are shown a picture. Such as the one on the net page, along with a written text and are given one of a number of possible tasks to perform.

2. Selecting Reading

- a. Multiple-choice (For Form-Focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality. It is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

- b. Matching Tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

- c. Gap-Filling Tasks

Many of the multiple-choice tasks describe above can be converted into gap-filling, or “fill-in-the-blank”, items in which the test-taker’s response is to write a word or phrase.

3. Interactive reading

a. Cloze Tasks

Cloze tests were developed for native language readers and defended as an appropriate gauge of reading ability.

b. Impromptu Reading Plus Question

Notice that many of them are consistent with strategies of effective reading: skimming for main idea, scanning for details, guessing word from context, inferencing, using discourse markers, etc.

c. Short-Answer Tasks

A popular alternative to multiple choice questions following reading passages is the age-old short-answer format.

d. Editing (Longer Tasks)

Editing for grammatical or theoretical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many employ this technique with the argument that it not only focuses on grammar also introduces a simulation of the authentic task of editing, or discerning errors in written.

E. Problem Based Learning

1. Definition of Problem Based Learning

The PBL curriculum was develop in order to stimulate learners, assist them in seeing the relevance of learning to their future life, maintain their motivation towards learning in high level, and to show the learners to be responsible. The use of PBL has expanded from medical study to various education areas such as

science, law, math, education, economic, business, social studies, engineering, etc.

In educational science, problem based learning is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skill by placing students in the active role of problem-solvers confronted with an ill- structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations.

According to Addalla and Gaffar, said that “PBL education strategy is characterized by using patient’s problem as a motive for students learning, to acquire knowledge of basic and clinical sciences related to that problem and acquire problem solving skills”.⁹ Whereas, According to Barrows said that “problem-based learning is a learning method based on the principle of using real-world problems as a starting point for the acquisition and integration of new knowledge”.¹⁰ In PBL classrooms, students are brought into the spotlight by engaging them into group solving activities where they become responsible for generating their own learning issues. A small group of students participates in an interaction process directed at understanding a stage but realistic sequence of a clinical case scenario.

Based on the definition above, the researcher get conclusion that problem based learning is a learning method which involves students centered learning in a small groups lead by an expert which

⁹ Addalla and Gaffar, “The Use of Problem Based Learning to Improve Students’ Speaking Ability”, *Journal of English Language Teaching*, Volume. 3, 2014.

¹⁰ Barrows, H. S, “Problem-Based Learning in ESL Classroom: Students’ Perspectives”, *International Journal of Learning*, Volume. 18, 2018.

made the students to think critically and can solve the problem in the real life.

F. The Implementation of Problem Based Learning in Reading Comprehension

The implementation of Problem Based Learning is started by problems that are ill-structured, open-ended or ambiguous. An ill-structured problem is fuzzy, unclear, or not yet identified. So the students are organized to work in small group.

According to Suyogo quoted in journal, there are some implementation of Problem Based learning in reading comprehension:¹¹

1. In reading, it is started by posing linguistic problems on the text.
2. The students are assigned to find the mistakes. Such as grammatical structure, mechanic, and spelling mistakes are created in the text.
3. The students should give solution or correct the text.
4. The students can search information from various sources.
5. After linguistic problem are successfully solved, it is continued to pose content problems. It aims at stimulating the student schemata.
6. Then, the problem on the levels comprehension, analysis, synthesis, application and evaluation about the texts are given to the students. It trains the students' critical thinking in understanding and giving the solution on the problems.

Minewhile, in Problem Based Learning the first students are organized in to small groups learning. The group member should be heterogenous in term of level so that can collaboration occurs among

¹¹Suyoga Dharma, dkk. "The Effect Of Problem Based Learning And Performance Assessment On Students' Reading And Writing Competencies", *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, Volume. 2, 2014.

the group member. So with the group members, the investigate the posed problems by the fining the problems, gathering known facts, paraphrasing the problems and generate solution by sharing and having discussion with their friends in group. Then it makes various information and point of views can be acquired, so the problems are clear.

Second, after group investigation is finished, next followed by classroom discussion. One group presents the problems and the solution in the front of the class. If the other groups have different understanding and solution, they may ask and clarify their answers. So, discussion learning is interactive and interesting. It's mean that the students do not only learn from their group member, but also from other group members. Then, the students can view and understand the problems from various point of views.

G. The Advantages of Problem Based Learning

Based on Taufiq Amir, problem based learning have many potential benefit consists of these following:

1. Became more remember and increase understanding of teaching material
2. Increase focus on relevant knowledge
3. Encourage thinking
4. Build team work, leadership and social skills
5. Build learning skills
6. Motivate learners¹²

¹² Muhammad Taufiq Amir, *Inovasi Pendidikan Melalui Problem Based Learning* (Jakarta: Pranamedia Group, 2009), 26.

