

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading

Reading is an important skill in many different settings especially in educational setting.¹ In English education field, reading comprehension would be improving students to understand the text or integrate new idea from the text. According to Sandra Silberstein, reading is a complex information processing skill in which the reader with the text in order to (re) create meaningful discourse.² It means reading is an activity or interaction between the reader and the text to get information from the text.

Students should master reading beside speaking, writing, and listening. Reading is very important in our life because it can give more information and knowledge from written text. Reading is as a way to draw information from a text and a form an interpretation of that information.³ A reader can begin by looking at the printed word, understand the meaning and interpret the information by using her knowledge.

Based on some definitions presented, reading could be defined as a complex process whereby looks at and understands what has been written, the combination of some components that

¹ William Grabe, *Reading in a Second Language (Moving from Theory to Practice)*. (New York: Cambridge University Press, 2009), p.5.

² Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford American English, 1994), p.12

³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (London: Pearson Education, 2002), p.9

result of one active attempt the part of the reader to understand writer's message.

Comprehension is a special kind of the thinking process. To understand reading activity needs comprehension. That is why we call it as reading comprehension. Cathrine snow stated, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involve with written language.⁴ However, the reader comprehends the ideas from the text with the intellect by analyzing and organizing ideas to get accurate ideas or information.

From the definition, the success of reader depends not only on his skill of comprehending but also on his experience, and his prior knowledge related to what he reads. Further, reading comprehension is a communication process. It involves reconstructing an author message by using one's prior knowledge specially the knowledge of language.

2. The Importance of Reading Comprehension

There are some reasons why reading is important to get students to read especially reading English texts. Harmer states that there are some reasons why reading becomes so important:⁵

a. Reading gives many exposures to students' language acquisition

They will unconsciously learn a new word, grammar and extract meaning of the word in contexts. When they read, they get

⁴ Cathrine Snow, *Reading for Understanding Towrd an R&D Program in Reading Comprehension*, (New York: RAND Education, 2002) p.11

⁵ Jeremy Harmer,. *How to Teach English. Edinburgh*, (Addison Wesley: Longman,1998). p.68

many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them.

b. Reading texts provide a good model for English

A good model of text is important to be given in teaching English. Hence, it helps students recognize the pattern of phrase, clauses, and sentences within the text.

Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

In addition, Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability.⁶ This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

Goodman in Burt, Peyton, and Adam states that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help

⁶ Harrison, *Understanding Reading Development*. (London: SAGE Publication Ltd, 2004) p.3

people plan to study in English - speaking country.⁷ Reading not only helps us in the reading ability but also helps us at the other skills too. To get more knowledge the good readers realize about the importance of reading.

From the benefits of reading above, those benefits will help the students a lot in their life then. Reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence. Reading is a very important skill that students have to master. Any exposure from reading gives many benefits for the students in the process of acquiring language and developing their thinking and emotional. Opportunities to expose English texts more helps the reader accustome to written English texts. It will develop their awareness in decoding a printed language and recalling the meaning.

3. Process of Reading Comprehension

Spratt et al define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge.⁸ In making sense of information, readers connect new knowledge to the knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer.

⁷ Peyton M. Burt, J.K., & Adams, R, Reading and Adult English Language Learners: A Review of the Research. (Washington : Center for Applied Linguistics,2003). p.33

⁸Spratt et al *The Teaching Knowledge Test Course*, (New York: Cambridge University Press, 2005), p.21

Brown states that reading is a process of negotiation meaning.⁹ In this process, the readers bring their understanding about the meaning of texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read. Reading comprehension process must be occurred in reading process. Therefore, there are many theories which underlie the notions of reading comprehension.

One of them is proposed by Boardman, et.al. They define reading comprehension as a multi component highly complex process that involves many interactions between readers and what they bring to the text.¹⁰ Then, Merisou proposes that reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text.¹¹ The more background information related to the text the reader processes, the easier it is for him to understand the text. Merisou asserts that when reading the text, someone activates their previous knowledge about the topic.

Sadoski describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts' meaning, the texts will remain

⁹ Brown, *Teaching Language Assessment Principles and Classroom Practices.*(New York: Pearson Education, Inc, 2004) p.189

¹⁰ Alison Boardman, Klinger, J.K., and Vaughn, S, *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford Press, 2007) p.8

¹¹ Merisou-Storm, T. 2007. Primary School Students' Reading Comprehension Skills. *Scandinavian Journal of Educational Research.* p.1

meaningless.¹² The meaning of the text is not something which is instantly offered. It requires the readers to do reading comprehension process.

Davies in Alderson defines eight subskills of reading processes. They are presented below:¹³

- 1) Recalling word meanings
- 2) Drawing inferences about the meaning of a word in context
- 3) Finding answers to questions answered explicitly or in paraphrase
- 4) Weaving together ideas in the content
- 5) Drawing inferences from the content
- 6) Recognizing a writer's purposes, attitude, tone and mood
- 7) Identifying a writer's technique
- 8) Following the structure of a passage

Davies simply proposes a model of reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read.¹⁴ Then, the readers identify the vocabularies, grammar and generic structure of the texts to help them understand the meaning. Besides, the readers should activate their background knowledge and link it to the topic of the texts. Based on the points that are previously built, then the readers establish

¹² Mark Sadoski, *Conceptual Foundation of Teaching Reading* (New York: Guilford Publication, 2004) p.67

¹³ Alderson, J. Charles, *Assessing Reading* (Cambridge: Cambridge University Press, 2000), 9-10

¹⁴ Davies, P, *Success in English Teaching*, (New York: Oxford University, 2002), 90-

guess of what will come next. The process is described as follows:

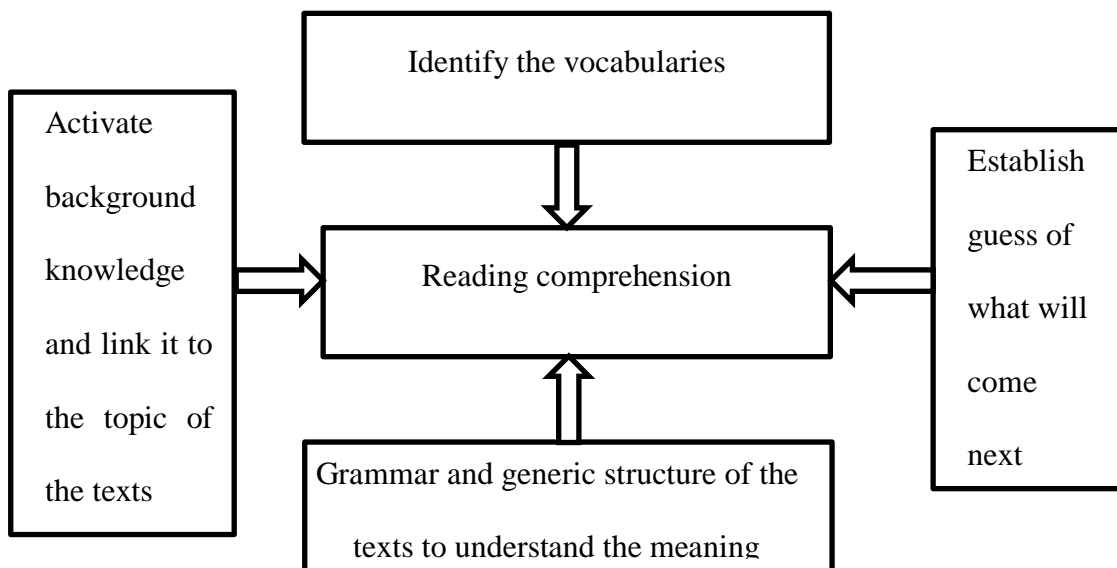


Figure 2.1
Model of Reading Comprehension Process

Regarding to the theories above, it can be concluded that reading comprehension is the core of reading since it is intended to get the meaning of the texts. Reading comprehension does not occur in vacuum, it requires active interaction between the readers and the texts. The readers have to establish their reading purposes. Then, they bring their knowledge connecting with the topic of the texts, vocabularies, grammar and the text structure. The readers should also apply some strategies to deal with the texts. Finally, they are expected to establish their own argument to give responses toward the texts they have read and to make prediction about the texts.

4. Types of Reading

Brown (2001) classifies reading into two types namely oral reading and sustained silent reading :¹⁵

a. Oral Reading

Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally. There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above.

Unfortunately, this type has several disadvantage. The oral reading is not authentic language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

¹⁵ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (New York: Pearson Education Company, 2001) p.312

b. Sustained Silent Reading

Sustained silent reading does not mean that a reader reads without sounds. A reader may sound in response to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading is to understand without any references to pronunciation, stress, or intonation.

It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually a classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also can help the students get away from their tendency to over analyze or look up words they do not know, and read for understanding.

5. The Factors Influence Reading Comprehension

According to Klingner, Vaughn and Broadman, there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge.¹⁶ When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and

¹⁶ Klingner, Janette K., Sharon Vaughn, and Alison Broadman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007) p.6

inaccurately, it also becomes interference for their reading comprehension.

In addition, According Torgesen in Peter Westwood, a readers' understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.¹⁷ Reading with understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analyzing, connecting, reflecting) and lower order processes (word recognition, decoding).

Based on the definitions above, it can be concluded, the knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context. Also the readers' strategy in comprehending text is important to important to gain more knowledge from the text.

6. The Principles for Teaching Reading

As reading is an important skill in English development for non-native students, there must be principles to teach reading. These principles will help teachers to create appropriate activities

¹⁷ Peter Westwood, Reading and learning difficulties: approaches to teaching and assessment, (Camberwell, Victoria: The Australian Council for Educational Research Ltd., 2001), <http://www.library.nu> (Accessed May 7th, 2019)

to reach reading objectives for students. According to Harmer, there are six principles behind teaching reading :¹⁸

- a. First, reading is an active skill, not passive.

The students have to understand what the words mean to reach the success of reading. The more students read, the better. Everything we do should encourage them to read creatively.

- b. Second, students need to be engaged with what they are reading.

The teacher has to decide some interesting topic according to the students as the reading material.

- c. Third, the students should be encouraged to respond to the content of a reading text, not just the language.

It is important to study reading texts for the language features such as paragraph structure, grammar used, and vocabulary. But, the most important in teaching reading is helping the students to get the meaning or the message of the text.

- d. Fourth, prediction is a major factor in reading.

Prediction will build the expectation that can be reached after reading. This expectation will set up and begin the active process of reading.

- e. Fifth, match the task to the topic.

Although the teacher should choose an interesting topic, it also has the purpose related to the task.

¹⁸ Jeremy Harmer, *The Practical English Language Teaching*, (London: Longman Publishing, 1991) p.70

f. Last, good teachers exploit reading texts to the full.

Reading text is full of sentences, word, ideas, and descriptions.

Based on points above the relationship between teachers and students in reading learning is very important to make students understand the text. As a facilitator the teacher must make reading lessons active. Discussing a topic needs to be related to the text. Therefore, the principles in teaching reading must be applied in teaching and learning activities.

B. Suggestopedia method

1. Definition of Suggestopedia Method

Suggestopedia is one of teaching technique which developed in 1970's by the Bulgargian doctor, psychotherapist and educator Georgi Lozanov. Suggestopedia is derived from suggestology, as a science that concerned with the systematic study of the nonrational and or nonconscious influence.¹⁹ Lozanov created this method in the hope that students would enjoy in learning, especially learning foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods.

Lozanov states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process.²⁰ Lozanov

¹⁹ Earl W. Stevick, *Memory, Meaning and Method*, (New York: Newbury House, 1976)p.42

²⁰ Gregory Lozanov, *Suggestology and Outlines of Suggestopedy*. (New York: Gordon and Breach, 2011) p.11

believes that in the learning process the students use an unconscious by giving positive hypnosis to make the students relaxed and concentrated. The use of rhythmic breathing before learning begin helps them to mastering some vocabularies in the learning process.

There are some definitions of suggestopedia stated by some experts. Brown says that “suggestopedia was a method that was derived from Bulgarian psychologist Georgi Lazanovs (1979) contention that the human brain could process great quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher.²¹ By applying the suggestopedia method, the students will feel that learning foreign language is not as difficult as they think. If the students feel that learning is easy and fun, they will be able to learn foreign language maximally.

From those definition, it can be concluded that suggestopedia is a method that centrality on the use of music, music rhythm, classroom management, the decoration of classroom,etc, that can create the relax situation and bring positive suggestion to the learner and makes the learning more effectively.

Suggestopedy or suggestology in pedagogy accelerates language learning. It is the study of the power of suggestion in the learning circumstances. The teacher is enterprising and responsible for presenting in class a large amount of information while taking away learning obstacles and students' inhibitions.

²¹ H.Douglas Brown. Teaching by Principles; An Interactive Approach to Language Pedagogy, (New York: Addison Wesley Longman, Inc, 2001) p27

The teacher uses the power of music, drama, dance and movement. Students listen, watch and then perform the material taught in class.²²

2. Characteristic of Suggestopedia

According to Richard there are some characteristics of suggestopedia :²³

a. Decoration

In applying suggestopedia, the decoration of classroom should be interested. The condition of the classroom should make the students happy and decrease their boredom.

b. Furniture

Furniture that can used in suggestopedia method is equipment that can help the learning process in the classroom. Such as the comfortable chair, whiteboard, and cupboard.

c. Arrangement of the Classroom

The classroom in suggestopedia can be arranged in comfortable condition that can make the students comfort, for example the arrangement of the chair in the classroom. Most of classroom around the world students sit in orderly rows. But in suggestopedia the chair can be arranged more interesting, depends on teachers' creativity. Teachers can arrange the classroom freely to make students more relax and enjoy.

²² Elena Taralunga TAMURA, "Concepts on The Methodology of Teaching English" *The Economic Journal of Takasaki City University of Economics*, Vol.48 No.3 (January 2006) 180

²³ Jack, C Richard and Theodore, S Rodgers, *Approach and Methods in Language Teaching: A Description and Analysis*, (Cambridge, Cambridge University Press: 1995) , p.100

d. The use of music

Lozanov used music as an integral part of the program the overall learning is called suggestopedia.²⁴ The music facilitate the establishment and maintenance of personal relations, to bring about increased self- esteem trough increased self-satisfaction in musical performance, and to use the unique potential of rhythm to energize and bring order.

3. Advantages And Disadvantages of Suggestopedia method

Jane explains about the advantages of using Suggestopedia as follows:²⁵

- a. Teacher can be optimal to elaborate the material by using some instrument music to make students interest
- b. Students are happy to join class when the setting of the class different and colorful
- c. In this era, most of school provides some tools to support suggestopedia method such as audio, projector, sound, etc.

The disadvantages of using Suggestopedia on students include:

- a. Because this method using music, some cases it will disturb the class next to this room.
- b. Need an extra preparation such as the decoration, classroom arrangement and the quality of tools.

In conclusion, there are some advantages and disadvantages of using suggestopedia methods. Suggestopedia is a good method for teaching, because the atmosphere in suggestopedia is more comfortable than the conventional method. But, there are also

²⁴ Lou Russel, *The Accelerated Learning Fieldbook*, (Bandung: Nusa Media, 2011), p. 217

²⁵ Bancoft. W. jane, *Suggestopedia and Memory Training in The Foreign Language Classroom*. Report-Evaluative Feasibility. Eric document Reproduction Service No. ED 380

disadvantages such as the preparation, special teaching media and control students.

4. The Implementation of Suggestopedia

This learning is carried out through five phases, namely: 1). Delivering goals and preparing students, 2). Demonstrate skills or understanding that are the focus of the lesson, 3). Provides guided training, 4). Check understanding and give feedback, 5). Providing independent training.²⁶

In suggestopedia, there some techniques are used. Those are described below by Larsen:²⁷

a. Classroom set-up

This is emphasis in pleased on creating a physical environment that does not feel like a normal classroom and make the students feel as a relaxed a comfortable as possible.

b. Peripheral Learning

The students provide grammatical information from decoration of the class like poster on the classroom's wall. It helps the students learn indirectly and exposed themselves in the classroom or outside classroom.

c. Possitive Suggestion

Teacher tells a positive suggestion like tells students are going successful. It makes the condifence and relax without pressure.

²⁶ M, Nur, *Guru Yang Berhasil dan Model Pengajaran Langsung*, (Surabaya : DEPDIKKNAS, 2005), p. 73

²⁷ Diane Larse-Freeman, *Techniques and Principles in Language teaching*, (Oxford University Press, 2000) p. 84-85

d. Choose a New Identity

In this case, the Students select of target language name and/or occupation that places them “inside” the language they are learning.

e. Role Play

Role play is one method of maximizing students’ activities in the class and ensuring that the students get an optimum level of practice during their limited time. In this activities, the students use target language in perform a role in role play. Role play also provides varieties of activity and of interaction, and takes the focus of the class away from the teacher.

f. First Concert (Active Concert)

In active concert , the teacher gives students a dialog and reads the text. The students follow and focus to what the teacher reads. Then the teacher will be read aloud to students by follow the intonation of music.

g. Second Concert (Passive Concert)

The student are creating their “fantasy” with closing their eyes; a comfortable; quite place, and instruction of teacher with a pleasing voice by slow-paced presentation. It means that the students have relaxed but do not sleeping to create their imagination about the story that teachers read.

h. Primary Activation

The students playfully read the target language dialogue out load, as individuals or in group. They can practice in front of the class with many expression based on the dialogue like angrily, sadly, cheerfully etc.

i. Creative Adaptation

The students engage various activities designed to help them learn the new material, to review and consolidate the learning. The activities include singing, dancing, dramatization, and games which students just only focus in the communicative intent do not focus on the form of the linguistic message.