

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is one of four skills in language learning.¹ Developing reading skill as an important part. Foreign language textbook offer a variety of reading texts but there is usually one-size fits all approach to the way the text presented and the choice of reading comprehension exercises. Almost everyday in our life we do it, as it is reading the book the newspaper, the magazine or others. Reading is an active complex process that includes physical and intellectual abilities. It is an active skill through which oral, thought, and organ of seeing are working. This means that several activities are done simultaneously.

Many experts point out that reading is an activity, which is done by a person to build framework of messages that expressed by writers in their reading. According to Anderson “Reading is an activity that the reader doesn’t only involve understanding and interpreting the meaning, but the reader can use information from their background knowledge or experiences to again information as well as information from the texts.”² A process reading is not only involve recognize alphabets and words, but it

¹ Neil J. Anderson, *Exploring Second Language Reading : Issue and Strategies*,(Brigham University: Heinle&Heinle Publisher, 1999).p.1

² . Neil. Anderson, *Exploring Second Language Reading*,(Canada: International Thomson Publishing, 1999)P.39

more than that, that is the ability to know, understand and comprehend what the writers want to say through the reading texts.

Based on the statements above, the writer can conclude that reading comprehension is the reading where the reader able to understanding the written text accurately with the minimum of misunderstanding.

Reading is basic skill in study.³ Reading is an actual information seeking process in which readers relate information in the text to what they already know.⁴

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.⁵ This happens when proficient adult readers struggle with technical expository text.

According to Naf'an in "Reading 1 Basic Reading Skills" Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Therefore, before we

³Ilzamudin Ma'mur, *Pijar-pijar Pemikiran Bahsadan Budaya*, (Jakarta:Diadit Media Press, 2006), p.4

⁴Joan Rubin & Irene Thompson, *How To Be a More Successful Language Learner Toward Learner Autonomy Second Edition*. (Massachusetts: Heinle&HeinlePublisher, 1994), p.91

⁵Hilman, et, all, *Principle and practice of teaching Reading*, (Toronto:Chares E. Meriil Publishing, Co, 1981) p.4

discuss about reading, the first think that we must know is reading habits. Your reading habits can make a big difference in your reading.⁶

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Reading also has positive effect on students vocabulary knowlegde, on their spelling and on their writing.⁷ Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

⁶Naf'an Tarihoran and Miftahul Rahmat, *op. cit.*, p.1

⁷Jeremy Harmer, *How to Teach English, New Edition* (Essex: Pearson Education Limited, 2007), p. 99

According to Walter R. Hill “Reading is what the reader does to get the meaning he needs from textual sources.”⁸ Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as “the process of acquiring and author’s meaning and of interpreting, evaluating, and effecting upon those meanings.”⁹

F. Dubin explained the meaning of reading as “reading is primarily a cognitive process, which means that the brain does most of the work.”¹⁰ Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader’s intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

According to Michael F. Opitz and James A. Erikson, “A broad definition is that reading is a dynamic, complex act that involves bringing

⁸ Walter R. Hill, *Secondary School Reading: Process, Program, procedure*, (Boston: Allyn and Bacon), 1979, p.4

⁹ Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan Company, 1969), p.4

¹⁰ F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), p. 6

to and getting meaning from the printed page”¹¹. While Peter Westwood stated that, “Reading is a process of getting meaning from print”¹²

According to Grabe and Stoller (2002:9-10) reading is the ability to draw meaning from the printed page and interpret the information appropriately. There are four important reasons why this simple definition is inadequate. Reading does not convey the idea that there are a number of ways to engage in reading. A reader has several possible purposes for reading, and each purpose emphasizes a somewhat different combination of skills and strategies.

a. The Types of Reading

1) Scanning

Scanning is a part of reading strategy is presumed to help students in overcoming difficulties in reading and improving their reading comprehension. For English teacher, developing strategy in the teaching reading will help students to increase their reading skills and also to prevent the students to get bored easily. Therefore, the teacher should give the trick to acquire the scanning technique in reading a text to students, especially in identifying the specific information. The students have to know that it is not necessary to read the whole text.

¹¹Michael F. Opitz and James A. Erikson, Understanding, Assessing, and Teaching Reading: A Diagnostic Approach, h. 8

¹²Peter Westwood, Reading and Learning Difficulties, 2012, p. 9

2) Skimming

Faster than canonical reading, traversal is still linear, but comprehension is sacrificed for speed. The aim is to get the gist of the text.

3) Glancing

Pages are turned very quickly, the reader spends almost as much time turning pages as looking at them. The aim is to detect important page elements (e.g. beginnings and endings of articles, photos or figures, headings) until something holds sufficient interest to transition to another type of reading.

4) Seeking

Reader scans quickly for particular page element (e.g. proper nouns) with an aim orthogonal to full comprehension. A study participant described looking for names in a magazine article: "I don't know anything about pop music. I should because we're always stumped in The New York Time crosswords by the pop music characters. I do know Beyonce is an important character who appears in crosswords. So I may get a few names out of it. But that's about it". (Marshall and Bly 2005b).

5) Rereading

Rereading is a meta-type that is include in the table as a reminder that any type of reading may be occur multiple times.

Based on the statements above, the writer can conclude that reading comprehension is the reading where the reader able to understanding the written text accurately by scanning.

2. Reading Comprehension

Reading comprehension has been described as ‘a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organise, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message¹³.

According to Kristi L. Santi, reading comprehension is a process based information. -in which the reader constructs meaning from text During this process, the reader crerates a mental representation of the meaning of the text by using features of the text and the reader’s knowledge of the world¹⁴.

Reading **comprehension** can be defined as the level of understanding of a passageor text. For normal reading rates (round 200-220 words per minute) an acceptable level of comprehension is above 75%.Proficient reading comprehension depends on the ability to recognize

¹³ Peter Westwood, *Reading and Learning Difficulties*, 2012, p. 10

¹⁴ Kristi L. Santi, **.Deborah KReed** *Improving Reading Comprehension of Middle and High School Students*, (New York: Springer, 2015), p. 100

words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading comprehension can be improved by teaching students to assess their own **comprehension** actively test comprehension using questionnaires, and by improving linguistic knowledge is also advantageous.

There is a problem about reading which could happen to everyone, there is too much to read these days, and too little time to read every word of it. There are hundreds of techniques you could learn to help you read faster and there are three that are especially good.¹⁵

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan says that most SMA graduates are still very poor in their reading comprehension, since they cannot usually read or understand articles in English dailies.

¹⁵ Naf'an Tarihoran and Miftahul Rachmat, *op. cit.* p.53

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:¹⁶

- a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.
- b. Interpret verbal connotations and denotations.
- c. Recognize and understand the writer's purpose.
- d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
- e. Identify the antecedents of such words as who, some, or they.

Meanwhile, levels of Reading Comprehension

Hibbard and Wagner, identified four level reading comprehension as follow¹⁷:

1. Initial Understanding

Initial Understanding and refers to the degree to which students "literally" understand the basic facts of a book. At this level the students identify the main characters, describe the setting as shown in the illustrations, and retell the story. For nonfiction, Initial Understanding includes listing and describing facts from the text.

2. Developing an Interpretation

Developing an Interpretation, It refers to the degree to which students can use thinking skills such as predicting what comes next in the story, and finding evidence to show that a character exhibited an

¹⁶ Dorothy Rubin, *op. cit*, p.207

¹⁷K.Michael Hibbard and Elizabeth A. Wagner, .Assessing and teaching reading comprehension, grades 3-5, (New York: Taylor & Francis, 2003), p. 6

attribute such as friendship or bravery. For nonfiction, Developing an Interpretation includes explaining the meaning of the text and making predictions and generalizations from it.

3. Making Connections

Making Connections refers to the degree to which the students can use thinking skills, such as comparing one story to another, or comparing an event in a story to an event in their own lives. The connections are "text-to-me," "text-to-text," and "text-to-world." For nonfiction, Making Connections includes comparing and contrasting two or more people, places, or things based on information from two or more sources.

4. Critical Stance

Critical Stance refers to the degree to which students form an opinion and support it. Here, the student judges or evaluates the author's or illustrator's work. This is where a student may share whether he liked or disliked the story, the characters, or the illustrations and be able to explain why. Another use of Critical Stance for fiction is for the student to evaluate or judge the soundness of the author's ideas and messages. Still another use of Critical Stance for fiction is for the student to extend the author's work through such activities as writing a new chapter or writing a new story with the same main character as in the original.

3. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.¹⁸

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statement.
- c. Reading for sequence of organization is reading to know each part of the reading.
- d. Reading for inference is reading to know what is the writer meant by its story.
- e. Reading for classifying is reading to find unusual things.
- f. Reading for evaluating is reading to know the value of the story.
- g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

¹⁸ A Widyamartaya, *Seni Membaca Untuk Studi* (Yogyakarta: Kanisius, 1992) p.90

Another author said that the aim of reading is:

- a. Reading for pleasure.
- b. Reading for information (in order to find out something or in order to do something with the information you get).¹⁹

Meanwhile Lester and Alice Crow classified two general purposes. These purposes include; Leisure-time reading and more serious reading.²⁰

- a. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

4. Kinds of Reading

- a. Intensive Reading

According to Harmer “the term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms”.²¹ Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then

¹⁹ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1981) p. 4

²⁰ Lester and Alice Crow, *How to Study: to Learn Better, Pass Examination, Get better Grades* (USA: Collier Macmillan Publishers, 1976) p.53

²¹ Jeremy Harmer, *How to Teach English*, Pearson Education Limited 2007. p. 99.

use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills.

While according to Patel (2008) in *English Language Teaching*. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.²²

Naf'an Tarihoran stated "*Reading is used on shorter texts in order to extract specific information.*"²³ So, intensive reading is type in reading can help the student to grasp the details of meaning the specific paragraph in the text, it is help student understand the text and much word of the consist in the texts.

b. Extensive Reading

Extensive reading *refers* to reading which students often (but not exclusively) away from classroom. They may read novels, webPages, newspaper, magazines or any other reference material. Where possible,

²²M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur : Sunrise Publishers, 2008), p. 116

²³Naf'an Tarihoran and Miftahul Rachmat, *Reading: Intermediate Reading Skill*, (Serang :Loquen Press, 2010), p. 3

extensive reading should involve reading pleasure-what Richard day calls joyful reading.²⁴

From the definition above, the researcher conclude kinds of reading there are intensive reading and extensive reading. Intensive reading is read to goal of shorter text, extensive reading is for joyfull reading.

B. Concept of Repeated Reading Strategy

1. Definition of Repeated Reading Strategy

According to Schumm Repeated reading is a general term that means just that—the reading of a text more than once²⁵. While Harlacher, Sakelaris , and Kattelman as reading and rereading a passage or section of text until a sufficient level of fluency is reached.²⁶.

Repeated reading is an activity that aimed at increasing students' reading as they read a short passage over and over again until they achieve criterion levels of reading. Samuels (1997:377), stated that repeated reading is a strategy that consists of rereading a short meaningful passage several times. Moreover, he stated that the repeated reading strategy consists of a non-fluent student orally reading a passage several times. Repeated reading is effective because by reading the same passages over and over the number of word recognition errors decreases, reading speed increases and oral reading expression improves. As students reread and

²⁴Jeremy Harmer, *op cit.*, p. 100

²⁵Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006), p. 213

²⁶ Jason E. Harlacher, Tami L. Sakelaris , and Nicole M. Kattelman, *Practitioner's Guide to Curriculum-Based Evaluation in Reading*, (New York: Springer, 2014), h. 94

rehearsed the text, they improve their fluency, add greater intonation and expressiveness to their reading and began to process and derive meaning from the text. Reading one time was not enough, repeated reading strategy gave these students an opportunity to revisit, revise and improve their reading and comprehension of the text.

As to a specific instructional reading strategy, Samuels asserted repeated reading as a comprehension strategy was successful, which affirms his earlier work regarding automatic word recognition's role in smooth, fluid reading. As a pioneer for the idea of repeated readings, Samuels said the notion of repeated reading involves a student "rereading a short, meaningful passage several times until a satisfactory level of fluency is reached. Then the procedure is repeated with a new passage" (Samuels, 1997:376).

Reading strategies can be implemented with the goal of improving comprehension for all students, but especially for those who struggle with reading tasks as well as articles, place information, and social media. Comprehension, the main goal in reading, can be enhanced through a variety of instructional strategies. As part of classroom instruction, teachers can focus on aspects of reading that will strengthen comprehension. These include automatic word knowledge, vocabulary words, background knowledge, focused attention through specific purposes of reading, tasks that assist in processing information encountered in the text, modeling comprehension strategies, integrating

reading with writing, and including inferential and critical thinking questions. Each of these components will strengthen the opportunity to build a deeper understanding of the reading material and will add to students' repertoire of strategies from which to choose when they are reading independently.

The statement above also supported by Therrien (2006:156), he states that repeated reading strategy requires a student to read a passage or text a number of times. The student continues to read the same text repeatedly until a desired goal or criterion is met. Research has demonstrated that repeated reading can not only improve reading fluency but is also effective in improving other facets of reading success such as comprehension.

Based on the statements above, the researcher concluded that repeated reading was strategy designed to increase reading fluency and comprehension by reading the text more than one times.

2. Procedures of Repeated Reading Strategy

The repeated reading procedure emerged as a means for developing automatic decoding with unskilled readers. This instructional procedure includes the following steps: (Samuels, 1997:377-378).

1. The students read a short passage aloud.
2. The students practice rereading the passages silently or orally several times.

3. The students reread the passage aloud again.

However according to Westwood (2001:65) the procedure is as follow:

1. Teacher as a model read a paragraph aloud about fifty words, while the child follows the print on the page.
2. The teacher and child together then read the same paragraph.
3. The child reads the paragraph unaided – twice or three times if necessary.

Based on the statements above, the researcher concluded that the procedures of repeated reading are: first teacher gives students an example on how to read the text correctly while students look at on the printed text, so the students practice together with teacher after practice it with teacher, students practice it by their selves two or three times.

3. Repeated Reading Strategy for Fluency and Comprehension

The strategy of repeated reading may address the issue of comprehension weakness for older struggling readers. By reading a short passage out loud two to three times, students can focus less on pronouncing the words and attend more to the overall meaning. With improvement in word reading, more focus will be available for understanding the meaning of the text.

More attention to expressive reading often occurs with the introduction of the repeated reading strategy who came out strongly in favor of repeated reading and similar techniques for promoting reading fluency,

concluding that repeated reading procedures had a clear and positive effect on fluency at a variety of grade levels. And on variables such as word recognition, reading speed, and comprehension. This leads to essential reading goals for all students, but especially for struggling readers: improved fluency, better word recognition, improved reading speed, more advanced word knowledge, increased range of vocabulary, and better comprehension of words that are read.

Repeated reading of a passage of text not only helps to improve fluency and comprehension but can also help convince a slower reader that, with practice, he or she can actually read material at the same rate, and with the same accuracy and expression, as other children. Most of the time poor readers hear themselves reading very slowly, tripping over too many words on the page and lacking any real expression.

Fluency is important because it is closely related to comprehension (Kamil and Bernhardt, 2003:11). If students do not develop fluent reading in the early grades, it can impact their reading speed, accuracy, comprehension and enjoyment of printed text. These students are reluctant to read aloud or read to others as their reading is slow and tedious to listen. When students are unable to read fluently, it can result in poor comprehension, an essential component of reading success.

Comprehension may be poor with the first reading of the text, but with each additional rereading, the students is better able to comprehend because the decoding barrier to comprehension is gradually overcome. As

less attention is required for decoding, more attention becomes available for comprehension. Thus rereading both builds fluency and enhances comprehension (Samuels, 1997:378).

Based on the statements above, the researcher concluded that reading comprehension and reading fluency are related to each other. When students read the text more than one times, he has a chance to comprehend the text and when the student has comprehend the text he get more easily in reading the text because he know every word what he read. In this research the researcher only focus on reading comprehension, whether repeated reading strategy give any influence toward students' reading comprehension or not.