

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly the most important skill that student must acquire in order to be success in the school and life. Moreover reading has been a highly 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 term of reading in some ways because reading is a complex process, and this complexity accounts for the variety of its definition. Reading is one way to communicate between the writer and the reader. As Day and Bamford define reading as a process of how a reader understands a written message and connect it to his prior knowledge.¹ A reader actively interacts with the reading material in the reading process. While Grellet said that reading is assigning meaning and extracting information from

¹ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (New York: Cambridge University Press, 1998), 12.

written texts.² It means reading requires some abilities to extract information from a text and to construct new understanding. Grabe stated that “reading is centrally a comprehension process”.³ It is a skill to understand, remember and take a sense of text. It means that reading is understanding what the writer intended to convey in writing. According to Guy “reading is the recognition of printed or written symbol that serve as stimuli to recall meanings”.⁴ It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text.

Furthermore, Grabe & Stoller state that “the idea of reading is also to do with purposes experiences, strategies, skills, and even attitude towards reading”.⁵ It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purposes and strategies to do with.

²Francoise Grellet, *Developing Reading Skills* (America: Cambridge University Press 1981),3.

³William Grabe, *Reading In A Second Language Moving From Theory To Practice* (America: Cambridge University Press 2009), 14.

⁴Bon. L & Guy, *Reading Difficulties : their diagnosis and correction* (Boston: Allyn and Bacon Publishing, 1993).

⁵William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education Limited, 2002).

From the definition of some experts above it can be concluded that reading is actually an activity dealing with words in a text. The reader's intention is focused on how to capture the meaning of the words in a text, because one of the main problems that faced by learners when reading in a foreign language is to deal with unknown meaning word. It caused us how to apply some approaches to comprehend reading well.

2. Definition of Reading Comprehension

The ability to read a written language with good comprehension and a reasonable rate has long been organized to be important skill. Cooper stated that comprehension is a process in which the reader may construct meaning by interacting with the text.⁶ Its mean the readers are active in constructing meaning through the process of interacting or transacting with what they read and integrating this knowledge with what they already know.

Grabe & Stoller defined comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding.⁷ It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text

⁶Cooper J. D. *Improving Reading Comprehension* (Boston: Houghtonmifflin Company, 1986), 10

⁷William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading*, 8.

and constructs it into a new understanding. According to Danielle, comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.⁸ Comprehension is not always cognitive competence or understanding the knowledge but also ability to grasp something mentally, because it is not easy to understand the differences between ideas and fact. Beside that, comprehension is the main modal in reading skill in order to understand the whole of the text.

According to these statements, Pamela J. Farris stated “Reading comprehension is the process understanding the message that the author is trying to convey, very simply, it is make meaning from the text.”⁹ Its mean that reading comprehension is an active process where the reader try to gain the information that given by the author and understand what actually the purpose of the author, and reading comprehension is important because if the readers do not understand what they read, they can not catch the idea of written through reading.

⁸Daniele, S. McNamara. *Reading Comprehension strategies: Theories, Interventions, Technology*. (New Jersey: Lawrence Erlbaum Associate, 2007), 4.

⁹ Pamela J. Farris. *Teaching Reading: A Blended Approach for Today's Classroom* (New York: McGraw-Hill, 2004), 321.

Other expert said that reading comprehension is a complex process which comprises the successful use of many abilities, when we read, we should be able to recall information afterwards.¹⁰ It means reading comprehension understands a written text means, quickly reject the information and find what he or she is looking for. Everyone has to improve their reading. They can read book likes novel, short stories, newspaper, magazine, etc.

Furthermore, Danielle said that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension.¹¹ It showed that reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

From the definitions above, it can be concluded that reading comprehension is about an understanding meaning purpose of reading material or text. By comprehending the text well, students

¹⁰ Gordon Wainwright. *How Read Faster and Recall More* (Oxford: How to content, 2007), 35.

¹¹Danielle McNamara. *Reading Comprehension Strategy: Theories, Intervention, and Technology* (New York: LEA, 2007), 6.

will get the information clearly, have a broader perspective, and let them think creatively and imaginatively.

3. The Types of Reading Skill

There are four types of reading skills used in every language such as:

a. Skimming

Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book. In your daily and academic life, you probably skim many things: movie reviews, newspaper, articles, passages and website that might be useful for a research paper.¹² It indicates that skimming allows us to look quickly through read a lot of materials to get a general idea of the content and to decide if it is relevant for our purposes.

b. Scanning

Scanning is very high-speed reading. It is used to find specific information in a reading, such as looking for a particular name or a particular number. It is probably better to spend time increasing skimming speed than to device scanning activities,

¹²Beatrice, S. Mikulecky & Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (Longman: Pearson Education, 2007), 170.

because effective scanning depends on good careful reading and skimming skills.

Typical scanning task includes searching a text for a particular quotation, someone's name, a particular date or number, and particular word or phrase.

c. Intensive Reading

Intensive reading analogs to intensive listening, is usually a classroom oriented activity in which student focus on linguistic or semantic details or a passage. Intensive reading call students' attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, theoretical relationship, and the like.¹³

Based on that statement, the terms of intensive reading is referred to the classroom activity. This activity most occurred in the classroom. The students read the material or a text and focus on linguistic, semantic, grammatical, and structure in understanding the literal meaning of the text. We may ask them to work out what kind of the text they read, gives the detail meaning, and finding what grammar and vocabulary are used.

¹³H. Douglas Brown. *Teaching by Principles: An Interactive approach to Language Pedagogy* (Longman: San Fransisco State University, 2001), 312.

d. Extensive Reading

Extensive reading is used to obtain a general understanding of subject and includes reading longer text for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you don't understand each word.¹⁴

It showed during extensive reading, learners should be interested in with what they read and should read with their attention to the meaning of the text rather than learning the language features of the text, sentence structure, and grammatical in other words, extensive reading is carried out to achieve a general understanding of a text.

4. Purposes of Reading

Every student has their own purposes for reading. Some of them consider reading as a facility to get information. Some others have goal to get entertainment and pleasure. Whatever their purposes of reading, students always need information, knowledge to put in their mind. Here are several reading purposes according to Naf'an Torihoran & Miftahul Rachmat. They stated:

¹⁴ Naf'an Torihoran & Miftahul Rachmat. Reading: *Reading Basic Skill 1* (Serang: Loquen Press, 2012),

1. Reading for pleasure is reading a narrative, novel, comics, and so on. Here the readers enjoy the sound and the rhythm of a literary text.
2. Reading for a general impression is to gain an idea of the writer's view points, to gain an overall impression of the tone of a text, to decide whether or not to read the text.
3. Reading for organizing reading and study is to identify the important content of a text, to answer a specific question, and to decide which section of a text to start studying.
4. Reading for learning content or procedure is to gain an understanding of new concepts, to learn certain facts from a text, and to follow instructions.¹⁵

Furthermore there are some experts proposing the purposes of reading. Some of them are Harmer, Grabe and Stoller. Their ideas are similar to each other. In the first place Grabe and Stoller suggests some purposes of reading, such as reading to search for simple information, reading to skim, reading to learn from texts, reading to integrate information, write, and critique text, and reading for general comprehension.¹⁶ In the same ideas, Harmer proposes six reading purposes:

- 1) Reading to identify the topic.
- 2) Reading to predict and guess.
- 3) Reading for general understanding.
- 4) Reading for specific information.
- 5) Reading for detailed information, and
- 6) Reading to interpret the text.¹⁷

¹⁵Naf'an Torihoran & Miftahul Rachmat. Reading: *Reading Basic Skill 1* (Serang: Loquen Press, 2012), 6

¹⁶William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading*, 6.

¹⁷Jeremy Harmer. *How to Teach English* (England: Pearson Education Limited, 1998), 68

From the experts above, the purposes of reading can be developed into eleven sub purposes of reading, those are:

- 1) Reading for pleasure.
- 2) Reading for general purposes.
- 3) Reading to scan and skim.
- 4) Reading to integrate information, write and critic the text.
- 5) Reading for sequence or organization.
- 6) Reading to predict and guess.
- 7) Reading to interpret the text.
- 8) Reading for inference.
- 9) Reading to classify.
- 10) Reading to evaluate and,
- 11) Reading to compare or contrast.

From these particular reading purposes, as English learners, it must be used to read everything and everywhere. Because with reading, we can improve the vocabulary, reading comprehension, get new knowledge, information and idea.

B. Collocation

1. Definition of Collocation

The term of collocation has its origin in the Latin verb *collocate*, it means to arrange or to set in order. Ruth Gairns & Stuart

Redman stated that “Collocate means when two items co-occur, or are used together frequently”.¹⁸ It means collocation is a pair or group of words are habitually juxtaposed or more than two words that almost combined to make a meaning. Many definitions of the term collocation have been proposed by some linguists and scholars. According to Martynska the term collocation was first introduced by Firth. According to him, “collocation defines a combination of words associated with each other”.¹⁹ Taken from Lewis that “collocation is the way in which words co-occur in natural text in statistically significant ways”.²⁰ According to that “collocation is the way words combine with other words”.²¹

From definition above it can be concluded that collocation is a combination of words that used in a sentence. For native speaker, this is not so strange because they often used it in their daily life. For example, the word “powerful engine”, but it never said “strong engine”, actually they have same meaning. Other example “fast car”,

¹⁸Ruth Gairns & Stuart Redman, *Working with words* (Cambridge: Cambridge University Press, 1986), 37.

¹⁹Malgorzata Martynska, *Do English language learner know collocations?* (Investigationes Linguisticae, vol. XI, Poznan December 2004), 2.

²⁰Michael Lewis, *Teaching Collocation: Further developments in the lexical approach*(Global ELT: Christopher Wenger, 2000), 132

²¹ Chris Gough, *English Vocabulary Organizer* (Boston: Language Teaching publications, 2002), 3

it never said “quick car”, whereas the word *fast* and *quick* are have the same meaning.

However, the meaning of some fixed collocations cannot be guessed from the individual word. Using collocation will improve our style of written or spoken in English, and it can be more natural and accurate. Furthermore, the collocation gives us vary of word, so that repeating the words can be reduced. We can use the collocation when make a poem, article, sentence, and advertisement. Sometime, it used in a title of book, movie and name of group band.

2. Types of Collocations

Collocation falls into two major groups, which is grammatical and lexical collocation. Benson distinguished between several structural types of grammatical collocations as follow:

- 1) Noun + Preposition e.g., *blockade against*.
- 2) Noun + to (infinitive) e.g., *a pleasure to do*.
- 3) Noun + that clause e.g., *an agreement that*.
- 4) Preposition + noun e.g., *by accident*.
- 5) Adjective + preposition e.g., *keep on studying*.
- 6) Adjective + to (infinitive) e.g., *it was important to work*.
- 7) Adjective + that clause e.g., *She was afraid that she would fail.*²²

In terms of lexical collocations, the main combinations of them are nouns, adjectives, verbs and adverbs. The obvious

²²Benson, M., Benson, E., & Ilson, R. *The BBI Dictionary of English Word Combinations*. (Philadelphia: John Benjamins, 1997). 24

difference between lexical collocations and grammatical collocations is that the former do not contain prepositions, infinitives or clauses. Benson made a distinction between several structural types of lexical collocations as follows:

- 1) Verb (which means action) + noun /pronoun/ prepositional phrase e.g. *make an impression, come to an agreement.*
- 2) Verb (which means eradication or cancellation) + noun e.g. the teacher *declined our invitation.*
- 3) Adjective + noun e.g. *strong tea.*
- 4) Noun + verb e.g. *lions roar*
- 5) Noun + of + noun e.g. David gave Elisa *a boutique of flowers.*
- 6) Adverb + adjective e.g. *hopelessly addicted, deeply absorbed.*
- 7) Verb + adverb e.g. they *argued heatedly* in that debate.²³

In this research, the writer focuses only on lexical collocations. One main reason is that grammatical collocations can be found easily in dictionaries whereas lexical collocations are more difficult for second language learners to find in dictionaries.

3. The Categories of Collocation

In terms of their types, Lewis classified collocations based on their co-occurrence as follows:

- 1) Unique collocations: these collocations are fixed and cannot be replaced by any other words, such as *to foot the bill* but *to foot the invoice* is obviously wrong.

²³Benson, Benson, Ilson, *The BBI Dictionary of English Word Combinations.*

- 2) Strong collocations: these collocations are very strong but not unique. They usually have few other collocates, for example, *moved to tears* or *reduced to tears*.
- 3) Weak collocations: they refer to a number of word co-occurrences that can be easily guessed, such as *a white shirt*, *a blue shirt*, *a small shirt*, *a long shirt*, etc.
- 4) Medium-strength collocations: these collocations can sometimes be weak collocations such as *to hold a conversation* and *to make a mistake*. Learners already know each individual word like *to hold* and *a conversation*, but they are unable to use the words together as a collocation.²⁴

According to McCarthy and O'Dell there are three categories of collocation, such as:

- 1) Strong Collocation

Based on McCarthy and O'Dell a strong collocation is one in which the words are very closely associated with each other. For example, the adjective "mitigating" almost always collocates with *circumstance* or *factors*; it rarely collocates with any other word. Although she was found guilty, the jury

²⁴ Michael Lewis, *Teaching Collocation: Further developments in the lexical approach* (Global ELT: Christopher Wenger, 2000), 63-64

felt there were mitigating circumstances. (factors or circumstances that lessen the blame).²⁵

2) Fixed collocation

Based on McCarthy and O'Dell fixed collocations are collocations so strong that they cannot be changed in anyway. For example, you can say *I was walking to and fro* (meaning I was walking in one direction and then in the opposite direction, a repeated number of times). No other words can replace to and fro or *and* in this collocation. It is completely fixed. The meaning of some fixed collocation cannot be guessed from the individual words.²⁶

3) Weak collocation

Based on McCarthy and O'Dell weak collocations are made up of words that collocate with a wide range of other words. You can say you are in broad agreement with someone (generally in agreement with them). However, broad can also be used in a number of other words – a broad avenue, a broad smile, broad shoulders, a broad accent (a strong accent), a broad hint (a strong hint) and so on. These are weak

²⁵McCarthy and O'Dell, *English Collocation in Use: Advanced* (Cambridge: Cambridge University Press, 2008), 8.

²⁶McCarthy and O'Dell, *English Collocation in Use: Advanced*, 8.

collocation, in the sense that broad collocates with a broad range of different nouns.²⁷

From the two experts above it can be concluded that collocation classified into four categories. First one is unique and fixed collocation. It was the strongest collocation because they can not be changed or replaced by other words. The second is strong collocations. It is very strong but not unique. It means the words in this type can be replaced by other words, because they usually have few others collocates. The third is weak collocations. They are made up of words that collocate with a wide range of other words. It means, those collocations can be changed or replaced by other word, and also they refer to a number of word co-occurrences that can be easily guessed. The last is medium-strength. It can be included into strong collocation or weak collocation.

²⁷ McCarthy and O'Dell, *English Collocation in Use: Advanced*, 8.