

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. The Definition of Reading

Reading is for many people, an enjoyable, intense and private activity, from which much pleasure can be derived, and in which one can become totally absorbed.¹

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, the first think that we must know is reading habits.²

This ability is very important for being good reader. Reading in this case not only reads some table, diagram, chart and another picture but it is read everything that has the data can

¹ J. Charles Alderson, *Assessing Reading*, (Melbourne : Cambridge University Press, 2000),40.

² Dr. Naf'an Tarihoran And Miftahul Rachmat, *Reading Basic Reading Skill 1*, (Serang : Loquen Press, 2012),1.

be read. The important thing is you can read and delivered it data correctly and disappear ambiguity.³

Reading is usually the third language skill that we learn, reading is the way of looking at order the sign of written and become meaningful from them.

Reading is a communication process requiring a series of skills, such us reading is a thinking process rather than an exercise in eye movements.

Based on the definition above, that reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures.

H. Douglas Brown said that reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably the most essential skill for success in all educational contexts,

³ Naf'an Tarihoran, *Reading Basic Skill* , (Dinas Pendidikan Banten : Cv Cahaya Minolta, 2012),36.

remains a skill of paramount importance as we create assessments of general language ability .⁴

According to J. Charles reading is both process and product, the process of reading involves the interaction between the reader and the text-how the reader is deciphering the writing on the page, what he or she is thinking about while reading and reader is monitoring his or her reading.⁵

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose of reading is closely connected to person's motivation to read. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs.

⁴ H. Douglas Brown, *Language Assessment Principles And Classroom Practice*, (San Francisco State : Longman, 2004),185 .

⁵ J Charles Alderson & Lyle F. Bachman *Assessing young language Learners* (Cambridge University Press), 224

Based on theories above, the writer can be concluded that reading is a comprehending process to understand a text to get information and knowledge from the text.

B. The Motivation and Purpose of Reading is Part of Students' Lives.

Practical applications:

- By talking to students about the different purposes for reading, they will become more aware of what to focus on as they read.
- The use of different types of texts (stories, news articles, information text, literatures) promotes different purposes and forms of reading.
- The use of authentic texts and tasks will promote purposeful reading.
- Books and reading materials that are interesting and relevant to students will motivate them to read more.
- Make connections between reading and students' lives.

- Develop a love for reading, because it extends beyond academic success.⁶

C. Reading skill

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 devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.⁷

Reading skill is the most important matter of involving appropriate, efficient comprehension strategies.

⁶ Elizabeth S. Pang ,*Et,All.,Teaching Reading*, Chicago : Iae, 2013 14.

⁷ Franfoise Grellet, *Developing Reading Skills A Practical Guide To Reading Comprehension Exercises*, (Cambridge : Cambridge University Press, 1981),8.

Reading is one of the two skills in language learning that broadly studied. Reading can be viewed as an essential element in most reading activities.⁸

D. Types of Reading

Some students think that in English language is very difficult for them, because it is not their native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skill in your native language and English are basically the same.

The writer will explain the meaning of the *imitative*, *intensive (controlled)*, *responsive*, and *extensive* one by one.

1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At

⁸ H. Douglas Brown, *Teaching By Principles Second Educational*, (San Francisco : Longman, 2000),298.

this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) *Intensive (controlled).*

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) *Responsive.*

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to

'exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4) *Extensive.*

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.⁹

The writer chooses extensive reading, because extensive reading is a process that was widely read. It is mean, that are

⁹ H. Douglas Brown, *Language Assessment Principles And Classroom Practice*, (San Francisco State : Longman, 2004),189.

many kinds of material reading and the time which use is very fast and short. The goal of extensive reading is to understand the important of content from reading content quickly and shortly, and extensive reading is a program.

Harmer said that one of the fundamental conditions of successful extensive reading program is that students should be able the read material which they can understand. If they are struggling to understand every word, they can read by pleasure, the main goal of the text.¹⁰

In teaching language extensive reading is important because extensive reading is alternative way to gain language and to increase of insight through more reading.

According to Julian Bamford and Richard, that most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material.

Extensive reading is not usually followed by comprehension question and different in many ways from traditional classroom

¹⁰ Jeremy Harmer, *How To Teach English*, (England : Longman, 2001),99.

practice, and teacher need to explain, student what it is why are doing it, and how to go about it. The teacher will also want to keep track of what and how much students read and their reaction to what was read in order to guide them most out of their reading.¹¹

E. The criteria for reading

According to alexander, there are five major skill areas to achieve competence, self-monitoring/self-directing using prior experiences and language, understanding text structure, and using affect.¹²

a. Organizing information

Organizing can be achieved through the following skills:

1. Determining main idea

The ability to organize information around a main idea is an important comprehension skill. The student who can short through all the ideas in a reading passage and

¹¹ Julian Bamford And Richard R. Day, *Extensive Reading Activities For Teaching Language*, (United States America: Cambridge, 2004),3.

¹² Alexander J. Estill, *Assessing and correcting classroom Reading Problems*, (London: Scoot, Foresman and Compaby, 1988), 289.

determine which are relevant has achieved skill in finding the essence of the writer message.

2. Sequencing

Sequencing is another important organizational skill that helps the reader pursue a line of reasoning in a story. The sequence of events often has a great impact on the outcome of the story, sequencing helps the reader anticipate what may happen.

3. Summarizing

Students are often asked to summarize a passage they have read. Some individuals can do this in a clear, coherent manner; others seem to recall events haphazardly. Whether summarization is in verbal or in written form, ideas must be organized so as to capture the main ideas, details, and sequence of the reading passage.

4. Stating conclusion

This skill involves drawing appropriate conclusion from the details that have been provided in reading selection the reader must often work with both literal and inferential information in a passage.

5. Vocabulary or word meaning

Well-developed schemata require a large store of words to lend preciseness and elaboration to each schema.

B. Sustained Silent Reading (SSR) Method

1. The Definition of Sustained Silent Reading method

Sustained silent reading is a structured activity in which student are given a fixed amount of timely silently read self-selected material. Sustained silent reading was originally proposed in the 1960s by Lyman Hunt at the University of Vermont. Sustained Silent Reading (SSR) become popular in the 1970s as a means of providing students of all ages with a quiet time for voluntary reading in the classroom, usually for approximately fifteen to twenty minutes. Read a book Because it's There (RABBIT), Reading is Our Thing (RIOT), Our school Cares about Reading (OSCAR), Sustained Quiet Uninterrupted Independent Reading (SQUIRT), and we All Like the Extra Reading (WALTER).¹³

¹³ Braba J. Guzzeti, *Literary in America An Encyclopedic of History, Theory, and Practice*, (California: ABC-CLIO,2002,).242

Sustained silent reading (SSR) is a school program that's so simple, it's brilliant. Every day, there is a time period during which student read. It is a time during which a class, or in some cases an entire school, read quietly together. Sustained silent reading given comfortable to reader, where students can choose their own reading materials and read independently during class time.

According to Naf'an tarihoran Sustained Silent Reading (SSR) is a period uninterrupted silent reading. It is based upon single simple principle.¹⁴

Sustained silent reading is including in extensive reading, because the purpose sustained silent reading same with extensive reading is reading individual and silent, reading speed and reading for pleasure. Where students read more and enjoy it more, they will become better readers. Like swimming, once you learn it, you never forget it. But in order to get better at either reading or swimming, you must jump into the book and to it over

¹⁴ Naf'an Tarihoran And Miftahul Rachmat, *Reading Basic Reading Skill 2*, (Serang : Loquen Press, 2012),14

and over. Beside that the students please be understand between contents and what they read, so they be able story telling what they read using her language.

Sustained Silent Reading (SSR) is informal and free of strict assessments; students can gain a new perspective on reading as a form of recreation.¹⁵ Silent Sustained Reading (SSR) is defined as a block of time set aside in the course of a school day for students simply to read. This program is not commonly used in high school classrooms because many people, teachers and administrators included, view this method as a waste of time, primarily because there is no scientific proof of its importance. Even teachers who would like to implement this program feel the pressure of state tests and content standards, or simply feel guilty about using class time in this way.¹⁶

Sustained silent reading (SSR) in the classroom involves students in reading self-selected material for an extended period. In some schools, SSR-type programs are called "DEAR"(drop

¹⁵ D. Hartness, *Sustained Silent Reading Program*, 2006,8

¹⁶ Gretchen Dougherty *Millersport High School sustained silent reading, high school reading.2*

everything and read), "SQUIRT" (silent, quiet, uninterrupted individualized reading time), or "USSR" (uninterrupted sustained silent reading). Although there are variations in format and implementation, the basic principles of time and ownership are the same.¹⁷

Sustained silent reading is defined as a period of uninterrupted silent reading (Siah & Kowk, 2010). Schools are using this practice in place of other reading programs to promote reading within the student body. Many legislators, administrators, teachers, and parents have emphasized the need for reading programs to improve children's reading proficiency (Siah & Kwok, 2010). One intervention to this problem is sustained silent reading. As Krashen (2004) points out, sustained silent reading "is the kind of reading highly literate people do obsessively all the time".¹⁸

¹⁷ Nagy, Nancy M.; Campenni, C. Estelle. *Survey of Sustained Silent Reading Practices in Seventh-Grade Classrooms*. International Reading Association, Newark, DE. 2000. 5

¹⁸ Bridget C. Lefler *How Elementary Teachers Perceive and Implement Sustained Silent Reading*. 9

Sustained silent reading is a time during which a class, or in somecases an entire school, reads quietly together. Students are allowed to choose their own reading materials and read independently during class time. Most programs encourage students to continue reading outside of class and permit students to change books if they lose interest. Most important, SSR allows an adult to model the habits, choices, comments, and attitudes good readers develop. Although most programs do not require traditional book reports, some do offer opportunities for students to talk or write about their readings. Although SSR programs share certain characteristics, teachers have adjusted the general concept to fi t the specific needs of their students and schools.¹⁹

Based on the explanation above, the writer can conclude sustained silent reading is a time where the student can read with happy and calm, because they are choose their own reading materials and read independently during class time.

¹⁹ Steve, Gardiner. *Building Student Literacy Through Sustained Silent Reading*.: United States of America,2005.15

2. Guidelines for using sustained silent reading time

Atwell then used these ideas to help her create a student-centered project that would teach this "other kind of reading". She calls it her reading workshop, and the rules she created give a good picture of what her class looks like during the workshop and how a sustained silent reading program works:

- a. Students must be read for entire period
- b. They cannot do homework or read any material for another course. Reading workshop is not a study hall.
- c. They must read a book (no magazines or newspapers where text competes with pictures), preferably one that tells a story (e.g., novels, histories, biographies rather than books of list or facts where readers can't sustain attention, build up speed and fluency, or grow to love good stories)
- d. They must have a book in their possession when the bell rings; this is the main responsibility involved in coming prepared to this class.

- a. They may not talk to or disturb others.
- b. They may sit or recline wherever they'd like as long as feet don't go up on furniture and rule no.5 is maintained. (A piece of paper taped over the window in the classroom door helps cut down on the number of passers-by who require explanations about students lying around with their noses in books).
- c. There are no lavatory or water fountain sign-outs to disturb me or other readers. In an emergency, they may simply slip out and slip back in again as quietly as possible.
- d. A students who's absent can make up time and receive points by reading at home, during study hall (with a note from a parent or study hall teacher), or after school.
- e. A students who's absent can make up time and receive points by reading at home, during study hall (with a note from a parent or study hall teacher), or after school.

Sustained silent reading is not the time to catch up on reading textbooks or other assigned materials. The rules of sustained silent reading model how to read outside of the classroom:

1. Find a place where you'll be comfortable and load on a good selection of books and magazines, which you can always find something you want to read.
2. Visit the restroom, and take care of your needs before you start to read.
3. Sit where you can't touch another human being.
4. Don't be distracted by random sights or sound and don't distract others by talking, whispering, giggling, and the like, just read.

Based on theories above, it can be concluded that the use of sustained silent reading. Using sustained silent reading not difficult problem for to do. The first writer felt difficult for choosing the topic which used in research, because the topic must students choose. After writer read again the meaning of sustained silent reading, the teacher can choose topic. Teacher provides

some themes to student. The topic be discussed by research connect with descriptive text.

For example the writer give student three interrelated with descriptive text like my idol, Maherzein, my mother, describe about borobudur Temple etc. After student choose theme they like, the writer explain activity to do in the class using sustained silent reading method.

C. Descriptive text

1. The Definition of descriptive text

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind.²⁰

Descriptive text is Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc through our senses.

According to Dorothy E Zemach Lisa A Rumisek (2005), descriptive paragraph explain how someone or something looks or feel. A process paragraph explain how something is done.²¹

Descriptive text is a text which presents information about something specifically.

²⁰ Oshima, A. & Hogue, A. 1997 *Introduction to Academic Writing (2nd Edition)*. New York Adison Wesley Longman, INC, 50

²¹ Dorothy E Zemach Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Spain: Edelvives, 2005), 25.

Descriptive text is a text which says what a person or a things is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.²²

It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

2. Social Function

Usually descriptive text is to describe a particular person place thing's etc. In a descriptive text, may come in many forms, such us text book encyclopedia, or essay text answer.

3. Generic structure

According to Jenny Hammond (1992), the generic Structure of Descriptive

²² M. Mursyid PW, *Learning Descriptive Text*, 4.

Text consists of Identification and Description.²³

Identification : Identifies phenomenon to be described.

Description : Describes parts, qualities, characteristics, etc.

4. Language feature of descriptive text

There are three language features of descriptive text they are :

- a. Use of attributive and identifying process.
- b. Use simple present tense “S+V1+O+C”
- c. Use adjectives (ex: small village, short legs, beautiful girl)

Some types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will level. The purpose of the two texts are to give the live description of the object to the participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object.

²³ M. Mursyid PW, *Learning Descriptive Text*, 4.-5

