

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is one of important skills in English which need to understand the meaning that provide in text. The reader needs to be able to figure out the author's purpose presenting in the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials. Reading is about understanding written texts, it is a complex activity that involves perception and taught.¹ When the reader read a text they will get some information or knowledge that are decoded from the text and grasp the content of the text. Johnson said that "Reading integrates visual and non-visual information". During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning.² Reading is normally linked with writing. This is a fundamental

¹ Elizabeth S. Pang, et al. *Teaching reading*, (Switzerland:International Academy of Education. 2003). P 6.

² Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book Tutoring and Remediating Students*. (United Kingdom: Rowman and Littlefield Education, 2008). P.4.

characteristic of the target academic situation in which students' are typically reading books and journal, noting, summarizing, paraphrasing, and the writing essay.³ Reading is an interactive process that take place between the text and the reader's processing strategies and background knowledge.⁴ according to the definition above, reading is an important skill which process the readers to be active in understanding the meaning of what they read, understand written text or not and interpret the information into the reader's understanding appropriately.

2. Types of Reading

In this part of discussion, the researcher discuss about the type of reading. According to Patel and Jain below are types of reading⁵:

a. Intensive Reading

According to M.F. Parel , intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

³ Siti Solihatin Nisa. *The Influence KWLH Method on Students' Reading Comprehension Ability*. (Loquen English Studies Journal. Vol.5. No. 2. 2012). P. 193.

⁴ Farah Yunita. *The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading on Narrative Text*. (Loquen English Studies Journal. Vol. 11. No.1. 2017). P. 44.

⁵ Patel M.F, & Praveen M. Jain, *English Language Teaching (Method, Tools, Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), P.117.

It will also provide material for developing greater control of the language in speech and writing. Intensive reading not only be read but will be discussed in detail in.

target language, sometimes analysed and used as a basis for writing exercises. At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking students to translate what they have prepared, sentence by sentence around the class. Sometimes sections of intensive reading material may be set for preparation beforehand, the students being supplied with questions to think about before they come to class. The ability of students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. There are few characteristics of intensive reading such as this reading helps the learner to develop active vocabulary, the teacher plays a main role in this reading, linguistic items are developed, this reading aims at active use of language, intensive reading is reading aloud and on

intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.⁶

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. The advantages of aloud reading such as it enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill of pronounce very well, and it makes reading very enjoyable while teacher uses reinforcement during reading. The disadvantages of aloud reading such as over crowd class is very big problem. The teacher can not provide sufficient opportunities to all students and at earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

b. Extensive reading is aloud reading

According to M.F. Parel , Extensive reading material for extensive reading will be selected at a lower level difficulty than that for intensive reading. The purposes of extensive reading will be to train the student to read directly and fluently in e target

⁶ Patel M.F, & Praveen M. Jain, *English Language Teaching* (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.117.

language for enjoyment, without the aid of the teacher.⁷ Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written composition in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project or some present a group report to the rest of the class. This type of class project gives a point and purposes to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than toward the reading process itself.

Extensive reading assignments may direct students to articles to current interest in foreign language magazines or newspaper. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the reader. Extensive reading is the reading for pleasure. The reader want to know about something the reader does not care about specific or important information after

⁷ Patel M.F, & Praveen M. Jain, *English Language Teaching* (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.119.

reading. Usually people read for to keep them update. Few Characteristics of Extensive Reading are it helps learner to develop to active vocabulary, extensive reading is silent reading, in extensive reading the subject matter is emphasized, in the extensive reading the learners play main role because they have to ask for measures, in extensive reading the idea can be developed, the aim of extensive reading is to enrich learners' knowledge, and through extensive reading the good reading habit can be developed.

According to M.F. Parel, silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. ⁸Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. How to make silent reading interesting Teaching silent reading is very important skill because this is stage where the knowledge of learners starts to flight.

⁸ Patel M.F, & Praveen M. Jain, *English Language Teaching* (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.122

The selection of reading material should be authentic. How the teacher can make his teaching silent reading effective such as teacher should tell about the topic first to the learners. He should motivate students. Teacher should not allow the students to read the text, teacher should not allow the students to murmuring while reading, the subject matter should be interested and effective and selected from the reading material developed for it and eclectic approach can be used by teacher for better comprehension and understanding.

The advantages of silent reading such as this reading makes students very active and accurate, silent reading concentrates the attention of learners toward subject matter and he learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very useful to develop the skill of reading fast and this skill plays main role to increase the knowledge of students. The disadvantages of silent reading such as this technique is not useful at earlier stage of language learning, through this skill one can learn the pronunciation, in this skill the learner can cheat the teacher if subject matter is not interested, and only bright and intelligent students can learn this skill but average students learn it hardly.

3. Reading Comprehension

Reading is a communicate process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:¹

- 1) Recognition: the readers knowledge of the alphabetic symbols.
- 2) Assimilation: the physical process of perception and scanning.
- 3) Intra-integration: basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
- 4) Extra-integration: analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader to bring his past experience to bear on the task.
- 5) Retention: this is the capacity to store the information in memory.
- 6) Recall: the ability to recover the information from memory storage.

¹ Naf'an Tarihoran, *Reading I Basic Reading Skills* (Serang: Dinas Pendidikan Provinsi Banten, 2012), 5.

- 7) Communication: this represent the application of the information and may be further broken down into at last 4 categories, which are:
- a) Writing communication
 - b) Spoken communication
 - c) Communication through drawing and the manipulation of objects
 - d) Thinking, this is another word for communication with the self

According to Widdowson, “Reading is a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting-what we understand from a text depends in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic. Reading is the interaction of the text and the reader”⁹

There are many definition of reading comprehension. Grellet said, “*Reading* comprehension is to understand written text means extracting the required information from it as efficient as possible”.¹⁰ In addition, “reading comprehension is the process of constructing meaning by

⁹ Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* (California : Addison Wesley Publishing Company, 1986)28..

¹⁰ Francoise Grellet, *Developing Reading Skill*, Great Pritain (Cambridge University Press), 3.

coordinating number of complex process that include word reading, word and word knowledge, and fluency”¹¹

Comprehension means relating what we don't know, or new information, to what we already know, which is not a random collection of facts but a "theory of the world" in each of our heads called "cognitive structure." Comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on that individual's having acquired what William Grabe calls a "critical mass" that is, an adequate amount of what is sometimes called "background information" or, more technically, "schemata," a subject to which I will return below. Thus reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.¹²

According to the explanation above that, reading comprehension involves taking meaning to a text in order to obtain meaning from the text. The ability to comprehend printed or written material, however involves much more than recognizing words, knowing their appropriate meanings, and reading phrases and sentences. Reading comprehension is

¹¹ Jannete Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press, 2006), 2.

¹² Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* (California : Addison Wesley Publishing Company, 1986), 6

a complex process involving many different types of higher level thinking.

Catherine said reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.¹³

a. The Reader

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, differencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

b. The Text

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the *surface code* (the exact wording of the text), the *text base* (idea units representing the meaning of the

¹³ Catherine Snow, Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension* (Arlington: RAN, 2002), xiii 11-15 element of reading comprehension

text), and the *mental models* (the way in which information is processed for meaning) that are embedded in the text.

c. The Activity

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features.

There are three types of comprehension processes are taught: literal, inferential, and metacognition.¹⁴

a. *Literal* comprehension is defined as extracting the details of the text and recognizing the author's purpose. Students must have a clear understanding of the material, as presented by the author. In addition, they must be able to recognize the way in which the author orders information throughout the text. Mastery of the

¹⁴ Cathy Collins Block, *et al. Comprehension Process instruction* (New York London: The Guildford Press, 2004), 3

literal comprehension process is usually a prerequisite for inferential comprehension.

b. *Inferential* comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts. This form of comprehension is not a one-step process. It entails the creation of a complete mental picture that enables students to think intently about a text, relate it to their personal experiences, and connect it to other information

c. *Metacognition*. In general, metacognition involves thinking about one's own thinking or controlling one's learning. Metacognitive processes help students (1) remove road blocks that interrupt comprehension and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these processes..

4. Teaching Reading

Teaching is a process doesn't only give the information from the teacher to the students. Harmer said that teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know what we have helped to make it happen. It is true that some students' can be difficult and stressful at

times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.¹⁵ Brown explained that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning.¹⁶ From the definition above, we can define teaching as helping, facilitating, and how to learn and get something or knowledge. Harmer explain that There are six principles behind the teaching of reading:

Principle 1 : reading is not a passive skill

Reading is an active occupation. It will success when the teacher guides the students to know what word means, see the picture the words are painting, understand the arguments and make the students active.

¹⁵ Jeremy Harmer. 2007. How To Teach English. Edinburg Gate: Pearson Education Limited, P. 23.

¹⁶ H. Douglas Brown. Principles of Language Learning and Teaching. 2000. Longman: A Pearson Education Company. P. 18.

Principle 2 : students need to engaged with what they are reading.

Students who are not engaged with the reading, not actively interested in what they are doing. Thus, the students should enhance their reading.

Principles 3 : students should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just an important and we must give students a chance to respond to that message in some way.

Principles 4 : prediction is a major factor in reading

The students should predict what they are going to read by seek book cover, photograph, and headlines in the text.

Principles 5 : match the task to the topic

Once a decision has been taken about what reading text, the students are going to read. The teacher gives a task for the students based on the topic that has been read by the students.

Principles 6 : Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further the tasks not only ask students to read text full sentences, words, description etc.¹⁷

5. Assessing Reading

According to Brown there are several designing assessment task in assessing reading.¹⁸ They are:

1. Designing assessment task: perceptive reading

Assessing of basic reading skills may be carried out in a number of different ways.

a. Reading Aloud

The test taker sees separate letters, words, and/or short sentence and reads them aloud, one by one, in the presence of

¹⁷ Jeremy Harmer. *How To teach English*. 1998. (Edinburg Gate: Pearson Education Limited. 2001. P. 70

¹⁸ H. douglas brown, *language assessment principle and classroom practice*, (New York: San Fransisco State University, 2004).p.185

an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

b. Written Response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing.

c. Multiple choice

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

2. Designing assessment tasks: selective reading

Some of the possible tasks you can use to assess lexical and grammatical aspect of reading ability.

a. Multiple choice (for form-focused criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for reason of practically. It is easy to administer and can be scored quickly.

b. Matching task

At the selective level of reading, the test taker's is simply to respond correctly, which makes matching appropriate format.

c. Editing task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

d. Picture-Cued Task

In the previous section we looked at picture-cued task for perspective recognition of symbols and words.

3. Designing assessment task: interactive reading

a. Cloze tasks

The word cloze was coined by the educational psychologists to capture the gestalt psychological concept of closure, that is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

B. SQ3R Technique

1. The definition of SQ3R

Brown defines SQ3R technique consist as one effective of technique forapproaching a reading text. SQ3R technique, a process consists of the following five steps:¹⁹

- 1) Survey: skim the text for an overview of main ideas.

Glance over the heading in the chapter to see the few big points that will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute or two and will show the main ideas around which the discussion will cluster. This will help you organize the ideas as you read them later.

- 2) Question: the reader asks question about what he or she wishes to get out of the text.

The following step is, look at the first heading in the chapter. Turn it into a question reading. This will give you a specific purpose for reading the material and thereby increase a comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. The

¹⁹ H. Douglas Brown.Op.Cit. P. 315

question will also make important points stand out at the same time the explanatory detail is recognize as such.

- 3) Read: read the text while looking for answers to the previously formulated questions.

Read to answer that question, i.e. to the end of the first headed section. This is not passive plodding along each line, but an active search for the answer.

- 4) Recite: reprocess the silent points of the text through oral and written language.

Once you have read in initial section, look away and try to recite (recall) the answer the question, using your own words and example. If you can do this, it means that you understand the material.

- 5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

In the last step answer the major purpose question then look over answer and all part of the chapter to organize information. After you do this, you can summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test. technique is suitable for the textbook reading assignment, but it is also can be used for other

passage with the adjusted procedures, and this technique can be used for any level of learner with the exception as stated before.

2. Procedures of SQ3R Technique

As a technique, SQ3R technique has an implementation guide. In order to make this technique appropriate for junior high school curriculum, the researcher tries to modify this technique based on the original technique as follows:

Table 1.2

Procedures Of SQ3R Technique

NO	Steps in SQ3R	Functions	Activities done
1	Survey	Gathering the necessary information to focus and formulate goals.	survey is surveying through the title, the pictures, the introductory paragraph, the headings and subheadings, and the concluding paragraph to form ideas and to get the main points of

			the text. Surveying the text also helps the reader to get a greater understanding of the text.
2	Question	Helping the students' mind Engage and concentrate.	Question is converting selected headings into questions, in This step gives a purpose for reading the text in more detail so that students should be ready for a more detail study of the text. Questioning also causes the reader to search the answer to the question.

3	Read	Filling in the information around the mental Structures have been building.	read is reading to find the answers to the questions. created in step 2 also describes the reading step of SQ3R as an active search for the answers in which the students read the text to find the answers to the questions in step 2.
4	Recite	Retraining students' Mind to Concentrate and Learn as it reads.	recite is restating the answers in step 3. by one's own words and then writing the response. In this step, students may write brief notes in their notebook for later review and study

5	Review	Refining mental Organization and begin building memory	review scanning the taken notes and observing the relationship between both the main points and the supporting details. In this step, the students also write a summary about the text. As stated in Ganske. summarizing is one of the activities in activeness of good reader. This last step is useful for long-term remembering
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In conclusion, the SQ3R technique is a good technique for reading longer passages which have a lot of information to be studied. However, in order to carry out this technique successfully, the students should have the ability for understanding the text structure and taking the main idea of the text, without such ability, the use of SQ3R be unsuccessful. Moreover, beyond the students' ability to understand the text structure and taking main idea, the teacher should also introduce, explain, illustrate the SQ3R technique clearly in order to make the students completely understanding this technique. SQ3R compensates for inherent deficiencies in the information processing system and forces readers to use their processing systems in productive manner. If secondary and post-secondary students are made aware of this, they may be more likely to use SQ3R and, consequently, to profit from its use.

3. The Advantages SQ3R Technique

Based on the theories about SQ3R that, the researcher concluded that the technique has advantages and disadvantages.

The advantages are as follows :

- a. It can increase students' curiosity and motivation in reading.

- b. It helps the students to aim the material to be read, this can be an effective way to comprehend reading material because they read the text purposefully.
- c. It helps the students to study independently.
- d. It makes the students feel easier in comprehending the material, especially Textbook.

According to Feldt and Hensley SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading.

In line with Feldt and Hensley, Huber states that the SQ3R technique helps the students to read independently and develop their comprehension skills such as determining main ideas, self questioning, summarizing, note-taking and setting reading goals or purposes.²⁰

Another benefit of implementing the SQ3R technique is that using SQ3R technique is worthwhile in terms of time and effort.

²⁰ Huber, J.A. (2004). A closer look at SQ3R. *Reading improvement*, 41(2), 108-

It is designed to help students to get an overview of the text, analyse the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text. This technique also allows the students to get the better and faster performance on exams.²¹

4. The Disadvantages Of SQ3R

- a. There is less interaction between the teacher and students, thus, the teaching and learning activity become passive, and it is against the recent curriculum which demands the teaching and learning activity become more active.
- b. This technique will not be valid for the students with low proficient in vocabulary, because they will spend more time for the difficulty in finding the meaning of each word and sentence.
- c. The students will regard this technique as a complicated technique just for reading narrative text due to the steps it has.

²¹ Caverly, Orlando, & Mullen (2000). *A closer look at SQ3R. Reading improvement*, p.105-