

## CHAPTER II

### THEORETICAL REVIEW

#### A. Reading

##### 1. Definition of Reading

Reading is one of the English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows. According to Patel, reading is most useful and important skill for people. This skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language<sup>1</sup>.

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations. According to

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<sup>1</sup> Patel M.F, & Praveen M. Jain, *English Language Teaching* (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.117

Brassell and Rasinski, reading refers to the ability to comprehend or make meaning from a written text<sup>2</sup>. In addition, reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print.

## **2. The Teaching and Learning Reading**

Reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

In general, the aim of teaching reading is to develop the students' ability in reading the text, get the information and understand about the text. On the other hands, the aim of teaching reading for the students is to comprehend and react toward what is written. This idea is supported by Taele and Yakoto which state that

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<sup>2</sup> Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. (Huntington Beach, CA: Shell education, 2008). p. 15-16.

comprehension must be the central focus of teaching children to read and not something to be emphasized<sup>3</sup>.

The teacher should motivate the students in obtaining the knowledge, particularly concerning with teaching and learning process. Teacher should pay attention to their students' interest in reading. In this case the teacher motivates the students to read because every student has different ability. Ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself process. Teacher should pay attention to their students' interest in reading.

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<sup>3</sup> Tael and Yakoto in Peter Westwood. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. (Victoria: The Australian Council for Educational Research Ltd., 2001). p. 9.

According to Williams, there are three main phases needed to be followed in reading activity, namely<sup>4</sup>:

1. Pre – reading: aimed to introduce and arouse learners’ interest in the topic. Giving reason to read and some questions that are related to the learners’ background knowledge ideas and opinion would motivate learners’ eagerness to read the whole text.
2. Whilst reading: aimed to help students understanding the purpose and texts’ structure and to clarify texts’ content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
3. Post – reading: aimed to consolidate what has been read with learners’ own knowledge, interest, or ideas.

### **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

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<sup>4</sup> Eddie Williams. *Reading in the Language Classroom* (UK: Hert Fortshire Phoenix, elt., 1996) p. 51.

into the mind. They may be broken down into the following seven basic processes:<sup>1</sup>

- 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.
- 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

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

- 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”<sup>5</sup>

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”.<sup>6</sup> In addition, “reading comprehension is the process of constructing meaning by coordinating number of complex process that include word reading, word and world knowledge, and fluency”<sup>7</sup>

Comprehension means relating what we don't know, or new information, to what we already know, which is not a random collection

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<sup>5</sup> Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* ( California : Addison Wesley Publishing Company, 1986 )28..

<sup>6</sup> Francoise Grellet, *Developing Reading Skill*, Great Britain (Cambridge University Press), 3.

<sup>7</sup> Jannete Klingneret al, *Teaching Reading Comprehension to Students with Learning Difficultes* (New York: The Guldford Press, 2006), 2.

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.<sup>8</sup>

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 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

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<sup>8</sup> Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purposes* ( California : Addison Wesley Publishing Company, 1986 ), 6

and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.<sup>9</sup>

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

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<sup>9</sup> Catherine Snow, Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension* (Arlington: RAN, 2002), xiii 11-15 element of reading comprehension



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.<sup>10</sup>

**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 literal comprehension process is usually a prerequisite for inferential comprehension.

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<sup>10</sup> Cathy Collins Block, *et al. Comprehension Process instruction* (New York London: The Guildford Press, 2004), 3

- 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. Assessing Reading**

According to Brown there are several designing assessment task in assessing reading.<sup>11</sup> They are:

1. Designing assessment task: perceptive reading

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

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<sup>11</sup> H. douglas brown, language assessment principle and classroom practice, (New York: San Fransisco State University, 2004).p.185

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 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. Three Column Notes

### 1. Definitions Of Three Column Notes

Three Column Notes is a strategy that helps you preview the information in a textbook section. The graphic also provides a space for you to organize your notes. This strategy will give a plan to use when reading textbooks. Practical strategies for teaching students to comprehend the materials they read, including textbooks, primary and secondary sources, and newspapers and magazines. Donna Ogle gives example how to use Three Column Notes strategy as follows<sup>12</sup>:

<b>Three Column Notes Chart Of Text Book</b>		
<b>Name :</b> _____ <b>Title/Author:</b> _____		
<b>Source :</b> _____ <b>Date :</b> _____		
<b>URL Address :</b>		
<b>Heading And Bold</b>	<b>Visual</b>	<b>Notes</b>
<b>Word</b>	<b>Information</b>	

### 2. Procedure Of Three Column Notes

1. The Three-Column Notes graphical organizer can be organized in the following ways:

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<sup>12</sup> Donna Ogle, Ron Klemp, Bill McBride. *Building Literacy in Social Studies*. (Alexandria: Association for Supervision and Curriculum Development. 2007)p.45

- In the first column, write the main subjects or topics from the text.
  - In the second column, write significant details you learned from reading the text, from research or discussion.
  - In the third column, jot down opinions, observations, thoughts, etc.
2. This strategy can be used as a during-reading activity or post-reading activity after students complete a unit of study.
  3. Often, three-column notes can form the basis for (small or whole) class discussion about the reading and can help the teacher informally assess students' understanding of key concepts. In addition, class discussions will reflect students' personal ideas, inquiries, and questions. While evaluating the students' written work, it's important to keep in mind the following responses:
    - Did students include key or relevant concepts/ideas to the topic at hand?
    - Did they use this strategy accurately?
    - How did they organize their responses from text?
    - Do their notes show active engagement with text?

- Were there any content or conceptual gaps reflected in their notes that the instructor will need to follow-up with?
- Discuss the responses with the class focus on how responses show understanding of the topic at hand. In the third column, jot down opinions, observations, thoughts, etc.

### **3. Teaching Reading Using Three Column Notes Strategy**

To make clearer, there are some procedures of applying the strategy:

1. Teacher shows a copy or transparency of the chapter opener.
2. Teacher shows students a copy of the model of a Three Column Chart.
3. Teacher explains to students the steps to do Three Column Notes of a text- book page. Firstly, the students have copied the heading and bold words of the text in the left-hand column. After they have copied main headings, side notes, and bold words in the left-hand column, they should describe any visual information on the textbook page in the center column of the graphic. Finally, the students are ready to move to the right-hand column to begin taking notes.

4. Teacher has students use the directions in the students' strategy and a blank Three Column Notes to practice the strategy with another textbook page of their choice. Students should also choose one Applying the Strategy activity as further practice and application of the strategy.