A. Reading

1. The Definition of Reading

   According to Leu and Kinzer in Setyaningsih (2012 : 6) reading is a developmental, interactive and global process involving learned skills. The process especially in cooperates an individual knowledge, and can be both positively influenced by non linguistic internal and external variable and factor.

   Reading is a process that is performed and used to obtain the message, which would be conveyed by the author through writing form (Tarigan, 2008:7).

   Reading is a mental activity to comprehend what is spoken by others through writing form. Delivering information through writing form for various needs in this modern era is something which is not neglected (Nurgiyantoro, 2010:368).

   According to Hodgson in Tarigan ( as cited in Rendri 2014: 6), reading is a process that is done by the reader to get message that would be conveyed by the author through words or written media. According to Tarigan (2008: 8), reading is a method that is used to communicative with ourselves and others to communicative with the meaning that is contained or implicit in the written symbols. So many information and knowledge cause be got from reading.
In reading process, it is important for the reader to understand the meaning or the content because that is the meaning of reading. According to Austin (as cited in Rendri (2014: 7), Reading is a process undertaken to reduce uncertainty about the meanings of a text. The effort to know the meaning is called reading.

In short, it can be concluded that reading is a mental activity to understand written language and written form. In written form, the reader must know each printed symbol and analyze letter sound until they can pronounce each printed word symbol.

2. The Aim of Reading

There are some aims of reading. Those are as follows:

a. Reading for detail of facts

It means that the students read to get or to know the invention that have been done by the writer or solve the problems of the writer.

b. Reading for main ideas

The students read the text to know “why are the topic good or interest, then the problems on the story and make summaries of the story”.

c. Reading for sequence or organization

The students read the text to know “what is happening in each part the story in every episode; solve the problems of the story.
d. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text.

f. Reading for comparing

The students read to compare the plot of the story or content whether having similarity with him or event contrast.

g. Reading to evaluate

The students read to find out whether the characters successful or not in the end of the story. (Tarigan, 2008:9)

3. Teaching Reading

a. The Principle o Teaching Reading

There are some principles that should be considered in planning reading lesson according to Harmer (as cited in Shinta 2013: 10).

1) Reading is not a passive skill.

2) Students need to be engaged with what they are reading.

3) Students should be encouraged to respond to the content of a reading text, not just the language.

4) Prediction is major factor in reading.

5) Match the task to the topic.

6) Good teachers exploit reading texts to the full.
In addition, in teaching reading a teacher also has to know the aspects and components of reading that should be involved in reading instructions in that the students will develop their ability properly. Leu and Kinzer (1987) propose two aspects and four components of reading comprehension process which should be involved in reading instruction. The two aspects and four components will be defined as follows.

1) Reading Aspects

(a) Affective aspects; it refers to students’ attitude and interest.
(b) Readiness aspect; it refers to students’ ability to read and understand a particular selection.

2) Reading Components

(a) Discourse knowledge; it refers to knowledge of structural organization of different types of text.
(b) Syntactic knowledge; it refers to knowledge of the word-order rules that determine grammatical function and sometimes the meaning and pronunciation of words.
(c) Vocabulary knowledge; it refers to knowledge of word meanings used to the appropriate meaning for a word in particular context.
(d) Decoding knowledge; it refers to knowledge used to determine the oral equivalent of a written word.

b. Steps in Teaching Reading

Rohim (as cited in Shinta 2013: 11) proposes some steps in teaching reading started from teaching before-reading to after-reading. Those steps should be considered by the teachers, and the steps are:
1) Before reading

(a) Preview the text by looking at the title, the pictures, and the print in order to evoke relevant thoughts and memories

(b) Build background by activating appropriate prior knowledge through self questioning about what they already know about the topic (or story), the vocabulary, and the form in which the topic (or story) is presented

(c) Set purposes for reading by asking questions about what they want to learn during the reading process.

2) During reading

(a) Check understanding of the text by paraphrasing the author’s words

(b) Monitor comprehension and use fix-up strategies; use the cueing systems to figure out unknown words and imaging, imagining, inferencing, and predicting.

(c) Integrate new concepts with existing knowledge; continually revise purposes for reading.

3) After reading

(a) Summarize what they have read by retelling the plot of the story or the main idea of the text

(b) Interpret and evaluate the ideas contained in the text.

(c) Make applications of the ideas in the text to unique situations, extending the ideas to broader perspectives
(d) Use study strategies for note taking, locating, and remembering to improve content-area learning.

c. Macro and micro skills of reading

There are four basic skills (macro skills) of language. Harmer (1992: 16) states that the four basic skills are listening, reading, writing and speaking. In order to use language skills, language users need number of sub-skills (micro skills) for processing the language they used. As this research is dealing with reading skill, language user needs to know that reading builds on several micro skills as mentioned by Brown (2001: 307).

1) Discriminates among the distinctive graphemes and orthographic patterns of English

2) Retain chunks of language of different lengths in short-term memory

3) Process writing at an efficient rate of speed to suit the purpose

4) Recognize a core words, an interpret word order patterns and their significance.

5) Recognize grammatical word classes (noun, verbs, etc.) systems (e.g. tense agreement, pluralization), patterns, rules and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive device in written discourse and their significance for interpretation.

8) Recognize the communicative functions of written texts, according to form and purpose.

9) Infer context that is not explicit using background knowledge.

10) Infer links and connections between events, ideas, etc., deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

11) Distinguish between literal and implied meanings.

12) Detect culturally specific references and interpret them in a context of the cultural schemata.

13) Develop and use battery of reading strategies such as scanning and words from context, and activating schemata for the interpretation of texts.

These micro-skills are as vehicle to get the intended information in the process of reading. The language users are able to select at least one of these micro skills appropriate to their purposes on their . In this case, the research choose three micro skills in reading as a vehicle to arrange lesson plan and assessment to be applied for the learners as they are the language users. Therefore, the micro skills that will be used in this research are discriminating among the distinctive graphemes and orthographic patterns of English, recognizing that a
particular meaning may be expressed in different grammatical forms, inferring links and connections between events, ideas, cause and effects, main idea, supporting idea, new information, given information, generalization, and exemplification.

B. The Nature of Warming-up For Reading

1. The Definition of Warming-up For Reading

According to Nina (2013: 23) Warming-up For Reading (WFR) technique is technique to try to dig students basic knowledge to comprehend the text that students have.

According to Blundell in Purba (2014: 44) “Pre-reading activities (sometimes known as warm-up activities) are any types of activities which students engage in as preparation for a reading task”.

According to Wifredo Sequiro (1998) Warming up For Reading (WFR) technique is one of reading learning technique that able to bale reading process with meaningful learning. This technique very simple and only use worksheet as a media in the activity. In that worksheet contain clear instruction, so can give illustration that this technique can do individually, so the center of the activity is the students. In the paper also include the name and the kind of task (individual or group) in order to the teacher easy to do evaluation and monitor learning activity.
This technique very simple just use a worksheet as a media activity. This activity can applied in kinds of the text, in various of age and every level of education.

In this research WFR technique is a teaching reading technique that centered on the students, using worksheet contain vocabulary prediction and 5wh+1h questions also answer prediction that related to text title that given to the students in the beginning of learning reading.

2. The Advantages and Disadvantages of Warming up For Reading

According to Purba (2014) there are some advantages and disadvantages in using

a. The Advantages of Warming up For Reading

1) WFR technique can motivate the students in studying reading English text.
2) WFR technique centered on students so the students more active in learning process.
3) The students decided what they will discover from the text that will be read.
4) Can applied personal by the students.
5) WFR technique can delved students knowledge regarding what will they read trough the text while reading.

b. The Disadvantages of WFR

1) Difficult to find vocabulary without a list of good vocabulary.
2) Difficulty in making questions predictions if not given learning in making questions before.
3) Consuming many times.

c. The Characteristics of WFR

1) Explain the instructions to the students, although they are written clearly on the form.

2) During the WFR activity the teacher becomes a facilitator.

3) The teacher provides students with the title of the text.

4) The role of each student is to participate actively, reading the text, writing the questions, and predicting.

d. Teaching Reading using WFR

1) The teacher give explanation about Warming-up For Reading (WFR)
   In every beginning activity WFR technique the teacher must clarify activity instruction and clarify the benefit to students although they are written clearly on the form.

2) Make group
   The teacher give students freedom to make group them self. Every group consist of 5 people.

3) The role of leader and members of group

4) The teacher give reading material title
   In this step teacher give title that written in board. Based on the title, the students asked to make questions that the answer can find in the text.

5) The teacher give study material, like worksheet WFR technique.

6) The teacher help the students in doing WFR technique.
In this activity, the students trained how to make questions using “5wh+ih” explained that the function from this question is purpose to looking for specific information.

In this step, must remember that the students just “predict” and that predict is not always to be true. This explanation be needed in order to the students is not disappointed their prediction not true. In next column, beside questions there are 30 number that contain vocabulary prediction that maybe will appear in topic that appropriate to the title. Then the students start given the text and read the text with the group. They read with accurate, try to find the answer upon the questions before. They also find the vocabulary that appear in the text and if the vocabulary appear give checklist.

7) The teacher together students evaluate process and the result of learning.

8) The teacher give assign to students to answering question that in above the text as individual assignment.

C. Basic Assumption

Reading is one of the important skills in learning English. Reading itself is a process for getting information in the text. For getting information all the meaning of the text have to comprehended. Thus, reading comprehension is much needed for all readers, especially the students to increase their achievement in study. To take reading the teacher should be creative in using methods, techniques, or media that will be applied in the teaching learning process.
D. Hypothesis

Based on the explanation above this research is hypothesized that teaching reading using WFR is effective.