

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is the process of understanding and interpretation to get of the printed message or written text. According to Tarigan (1986: 7) reading is process carried out and used by reader to acquire message that is conveyed by a writer trough words or symbol, and the meaning of the words could be soon and known by reader so the reading can be carried out well.

Further, Dechant in Leu (1987: 9) states that reading is more complex: reading cannot occur unless the pupil can identify and recognize the printed symbol and generally the pupil must also give the visual configuration one aspect of reading process.

Based on definition above, the researcher concludes that reading is a process of conveying and acquiring a message graphically from the writer which involves the ability of the reader in getting meaning from the message which is conveyed by the writer though the words or symbol to understood and interpreted.

2. Importance of Reading

Reading is very important to develop our knowledge. It is also the important aspect in learning language. Learning without reading is meaningless. Therefore, students who had lack of reading skill will have

difficulty to understand all references, books, and newspapers that are written in English.

Clark (1987:56) states that reading is the one key to get the education successfully. Unable to read make something around us to be strange. Moreover, they will have to remember that there is no journey and for educating oneself more reading means knowledge.

From the statement above teacher know the importance of reading for the students at school and after they graduated in their study at school and the students are able to understand the information given in the text and able to explore their knowledge.

3. Function of Reading

Harmer (1998:68) states that reading has many functions, especially for students, and they are:

- a. Reading provides good models for English writing. By reading, the writer is able to write because when they read the references it means that they can explore their ideas in writing.
- b. Reading provides opportunities to study language: vocabulary, grammar, and punctuation. It is also gives the information about sentences, paragraphs, and text that will be constructed. It means that by reading, the readers and the writers will comprehend those aspects well.

To sum up the functions of reading, it is useful, because it can explore our ideas and get the knowledge about grammar that is concluded in the text.

4. Types of Reading

Agustina (2004: 7-8) says in general, reading is divided in three types, those are:

a. Entertainment Reading

Entertainment reading is a reading for pleasure. The aim is to enjoy the story and to appreciate it. It is about stories such as novel or entertainment magazines. It can be series reading from the first until the end of the story. It is easy to be done because it does not need special knowledge background of the story about daily event, commonly the plot of the story follows time sequence and it does not include abstract meaning that needs technical term.

b. Glancing Reading

It is quick reading and sometimes followed by jump reading. It is done from the first to the end. The aim is to get illustration for a second about the content of the text and to find the information that from the text.

c. Study Reading

It is about lesson book, and the other reading materials in a knowledge field. It is done carefully and if necessary repeat for several time. The aim is to catch, understand, and remember some knowledge in science branch.

From the explanation above, it can be known that there are many types of reading but they have the same function that can be done to get knowledge or information from the text.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is something crucial and has main role in human beings life. By reading, we can get information about science, technology, and other advancements of the world it is supported by who say that. Leu and Kinzer (1987: 9) “Reading is developmental, interactive and global process involving specially incorporates and individual’s linguistic knowledge can be both positively and negatively influenced by non-linguistic internal and external variables factors”.

It means that reading is regarded as complex activity that involves various activities, such us: knowing each symbol and analyzing the worlds into a meaning. Reading comprehension needs and active thinking process in mind to comprehend and understand what has been read.

Related to the topic of the study, effectiveness students of reading comprehensions using Brainstorming by words guessing, reading material that will be learned by students are types of text (kinds of text). It is aimed in order to make the students comprehend well both characteristics of each text and the content of the passage.

2. Aims of Reading Comprehension

Reading can bring us to see all over the world lots of people states that reading is a window of the world.

There are some aims of Reading Tarigan (2008: 9) :

- a. Reading of details of facts: the students read to get or 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 is the topic good or interest, then the problems on the story and make summaries of the story,”
- c. Reading for sequence of organization: the students read the text to know “what 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 action 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 or constricting: the students read to compare the plot of the story or content whether having similarity with him of even contrast.

The writer concludes that reading is very important to the students. Through reading, the students are able to understand the information given

in the text and able to explore their knowledge. The most important thing is they can memorize and recall the text in a long time period.

3. Components of Reading Comprehension

According to Leu and Kinzer (1987: 30-31), there are six major components of reading comprehension:

a. Decoding Knowledge

Decoding knowledge is important to be comprehended when determining the oral equivalent of a word helps a reader identify meaning. Knowing how to determine the oral equivalent of a written word enables beginning readers to access the meaning of most words in the oral language.

b. Vocabulary Knowledge

Vocabulary knowledge means word meaning used to determine the appropriate meaning of a word in particular context, but it is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat about specialized vocabularies.

c. Discourse Knowledge

Reading in different literature is enjoyable to promote the development of discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization in different types of writing. Knowing the structural organization of

different types of writing is useful during reading comprehension. Besides that, it is used to know whether or not your reading is likely to be true.

d. Readiness Aspect

Readiness refers to two different concepts, there are traditional and recent. Reading readiness is the ability of the students to benefit from initial reading instruction. According to this view, a young child is either ready to begin reading instruction or else must continue to develop a number of readiness skill. Traditional readiness skill is important instruction during kindergarten and the beginning time of the first grade. Recently, reading readiness has wider definition. It includes being ready to read and understand a particular selection. Reading instruction, in this case, consists of activities that prepare the students to read a specific story such developing background knowledge about the topic of the selection, learning new vocabulary word, understanding the purpose for reading selection or learning comprehension skills required to understand the selection.

e. Affective Aspect

Reading is language process, but it is also an effective process, effective process of comprehension include a reader's attitude and interesting reading. All readers comprehend better when they are interested in reading. The difference is noticeable among less make

reading instruction as interesting and enjoyable as possible. This will increase motivation and facilitate reading.

f. Syntactic Knowledge

Syntactic knowledge means knowledge of word order rules that determine grammatical function and sometimes the pronunciation of words. Syntactic knowledge includes understanding word order that exists within sentences and permits you to determine the grammatical function and often meaning and pronunciation of words. Familiarity with the more syntactical pattern in English is important to develop reading ability and as the structure of the sentences. They encounter while reading become more complicated.

The writer concludes the major components of reading influenced someone in comprehending the text. The readers have different interpretation based on their understanding the text. The readers will comprehend the text perfectly (it means that the reader understand what the writer means in the text) if they understand well of the major component of reading.

4. Problems in Reading Comprehension

The problems in reading that is faced by the students can be described as follows:

- a. They feel difficult to understand the text, the problem mainly was that they tend to translate reading material in advance before they answered question. When the students read the text more and more, they will

find the difficult words. It means that it will be difficult for the students to understand the content of the text.

- b. They lack of vocabulary, In this case mastering English vocabulary will play a role with regard to reading. For example, sometimes when the students face the English reading materials, they do not understand anything about the context or the text they read. They know nothing what to do since they understand nothing about English vocabulary. This will become worse when they have to answer all the question related to the text.

It can be concluded that sometimes the students find the difficulties to understand the content of the text that they read when they do not know the meaning of the word and also when they read a text in different contex.

C. Brainstorming

1. Definition of Brainstorming

Brainstorming is accumulating ideas a warm-up activity in the beginning of the lesson (Vocabulary mastery or revision – Regan, 2003). Brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write on a topic. Brainstorming involves students in a rapid-fire, free-association listing of concept or ideas or facts or feeling relevant to some topic or context.

According to Meirnaningrum (2011: 14) Brainstorming is a technique whose purpose is to initiate some sort of thinking process. It gets students

“creative juices” flowing without necessarily focusing on specific problems or decisions or values.

Klippel (2003: 212) suggest that the time for brainstorming should be 5-15 minutes. It depends on several things, like what kind of brainstorming the teacher uses, what main activity will be done and what is the target achievement.

2. Purposes of Brainstorming

Problem in reading is they are difficult to understand the text means, it can be overcome by doing brainstorming activity at the beginning of the lesson since what the teacher does in the brainstorming activity is giving a kind of clue to face the main session of the lesson.

If the students have already activated their vocabulary related to the topic, they will not be searching for the words so much when they start the reading activities.

The following is the teacher's purposes to do brainstorming activity based on (Forte, 2004: 423):

- a. To focus student's attention on particular topic at the time.
- b. On generates a quantity of ideas.
- c. To teach acceptance and respect for individual differences.
- d. To encourage learners to take a risk in sharing their ideas and opinion.
- e. To demonstrate to students that their scientific knowledge abilities are valued and accepted.

- f. To introduce the practice of idea collection prior to beginning tasks such as writing or solving problem.
- g. To provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contribution.

3. Types of Brainstorming

Cullen (1998: 114) explains that brainstorming is an ideal warm-up activity because it takes little time. Also, it is easy to do and be used with any chosen topics. The following is the list of types of brainstorming with brief of example.

a. Simple Word List

This type of brainstorming is a simple activity that the students to make a list of simple words that are related to the topic being discussed. In this kind of brainstorming activity the teacher can ask the students to make list of words.

For example the topic describing people's appearance, in this case the students should make a list of words about people's appearance such as: beautiful, handsome and bald.

Another topic is about need of party, the students should make a lot of things needed a part such as: food, beverage, ornament.

This activity is to make them know the vocabulary that will be used in the main lesson simply.

b. Filling the blank in a Sentence

In this kind of brainstorming activity the uncompleted have to finish the sentence teacher writes the sentence and the students by filling the blank with appropriate words. Some words are given in bracket in each sentence as follow:

Example:

- 1) The man got off his....and walked away (horse/bicycle/letter/backside)
- 2) Peter lived in a..... (caravan/house/fantasy/world/apartment)
- 3) I don't like her because she is..... (too talkative/ the teacher's pet/ boring).

From this activity the students know that there are many alternative words to complete each sentence. After the students get many vocabularies that are related with the topic will be discussed in the main lesson.

c. Brainstorming on a Picture

Pictures are nice sources of inspiration for brainstorming. Most students let their imagination roam if the pictures are strange enough. Picture can be taken from the textbook, magazines or other sources. In this activity the teacher can show picture and ask some questions dealing with the picture.

Example:

What are these people doing?

Based on the picture, the students can make a list of activities of the people in the picture.

Example: cooking, sleeping, watching television, reading, writing.

What is the man thinking about?

With this question the students can be asked to write the words about what the man is probably thinking.

Example: his family, his work, his money.

This activity would make the students think more of probability of something; it makes the students to be creative in thinking.

d. Using Song

Song is wonderful for reducing nervousness. They seem to be particularly effective in a whole class brainstorming when the teacher is writing the ideas on the board. In this kind of brainstorming activity the teacher can play a song for the class and ask question like the following and the students can give the answer orally:

Teacher: How does the singer feel?

Students: -sad
 -happy
 -disappointed

This activity will make the students able to predict something based on the story.

e. Word-mapping or phrase-mapping around a central theme

In this activity the teacher writes a word or phrase in the center of a page and the students write the other words related with the word in the center. All the other or phrases link off this in logical manner. Word-

mapping can be useful for establishing groups of similar things. Phrase-mapping can be useful for developing topics or function.

f. Changing one word in a sentence each time

In this activity the teacher can write a sentence and ask some students to give their idea to change a word in the sentence with order word. Each word must be changed, but each sentence must have meaning. The first student is given a chance to change a word in the teacher's sentence and then the second student is given the chance to change a word in the first student's sentence and soon.

4. How to do Brainstorming

Brainstorming is something to be considered as well. It can be seen from four factors:

- a. What kind of brainstorming the teacher does
- b. What media the teacher uses in brainstorming activity
- c. How long the brainstorming activity take place
- d. Does the brainstorming have (strong) relation with the main lesson?

According to Clandfield (2004: 113) usually brainstorming can be done in two ways:

- 1) Students are put into small groups, give the topic and the time limit and tell to writer their down- then all the group ideas are collected.
- 2) Brainstorming is done as a whole class activity with students shouting out their ideas and the teacher writing the ideas on the board.

5. Technique of Brainstorming

There are some techniques of brainstorming activity. The following are the steps of brainstorming suggested by Clandfield:

- a. The teacher starts to write the topic (or question) on the board.
- b. The teacher sits students in a circle and tells them that they will give each student 4 seconds to give an answer.
- c. Start at the left of the circle and if the students give a response the teacher writes it on the board and move on to the next student.
- d. If a student does not say something within 4 seconds the teacher asks the student to move their chair slightly back and then move on.
- e. The teacher goes round the whole class and then start again and repeats the process.
- f. On the third round any student who does not say anything is out.

Based on Clandfield's experience this brainstorming technique ensures that most students participate, and that the pace remains high. At the first time the teacher uses this brainstorming technique they may get little responses but once the students are used to it the teacher will find that it is quite productive.

6. Advantages of Brainstorming

- a. The teacher requires little preparation.
- b. The students produce their ideas.
- c. Opinions to bear on a particular topic.
- d. Involves the whole class.

D. Words Guessing Reading comprehension

1. Definition of Words Guessing

According to Mifflin in Meirnaningrum (2011: 21) words guessing is to predict (a result or an event) without sufficient information, a message expressing a belief about something; the expression of a belief that is held with confidence but not substantiated by positive knowledge or proof. The teacher provides a game to the students. Before they start in reading activity teacher choose difficult word then students guessing the word meaning. The teacher gives some clue to the students to answer the questions.

According to Hornby (2000: 598) defines words guessing refers to a method of reading where a beginner reader doesn't know what a word is in a sentence, so he/she guesses what the word is an reads the rest of the sentence to confirm their guess. Guessing is to find right answer to a question or the truth without knowing all the fact.

Numerous studies have been done and much research has been gathered on the reading strategy which involves guessing (Dycus, 1997: 214). Findings indicate that it is quite popular and adopted by numerous educators.

2. Purposes of Words Guessing are:

Dycus (1985: 480) states that a words guessing is a game to predict a result or an event without sufficient information. In words guessing, there are two purposes:

- a. To demonstrate that active teaching of vocabulary is crucial to effective reading comprehension, it must correlate listening, speaking, and reading components.
- b. To suggest that although studies show that strategy of words guessing. The importance of words guessing the fact that the guessing strategy is often encouraged is not surprising considering the enormous number of words in the English language, the size of the average adult's working vocabulary, and the number words one needs to know to recognize a reasonably high percentage of words on the average written page. Guessing at words in a sentence is a common problem. Schools teach so much with sight word learning that it does easy understand how it happens.

3. Types of question in words guessing

Dycus (1985: 580) states that to guessing new word must find a way that you need and the good ways will help you make the new word clearly.

There are six types of question in words guessing meaning. ★

- a. Guessing meaning by the clues from definition. Guessing new words by the "to be, mean, refer to".
- b. Guessing new words by the "be defined as", "be known as", "be called", "be termed" and so on. In those structures of phrases, we guess the meaning of the new words by the subject complement. Readers can infer the meaning of the new words from the clear part to the unclear part.

- c. Guessing new words by the attribute clause as a rule, an attributive clause is defines the meaning of new words. This is an effective way to guess the new words.
- d. Guessing new words by the synonym and antonym. In order to make his meaning clearly, authors often use the synonym and near-synonym to explain the new words and important words, which will help readers to infer the new words. And many writers like to use two or more synonym and near-synonym in the same definition. Readers can know the meaning of the new word from the synonyms or near-synonyms.
- e. Guessing new words by the repeated words. The repeated words are more simply than that one and offer the clue to guess that new word. So, if you meet a new word when reading, don't stop there and look back to the new word if it has other description or explanation.
- f. Guessing new words by using wh-question is more simply to give some question to the students. Example who is headmaster in this school? What is your name?

4. Steps in Teaching Reading Through Words Guessing :

There are seven steps teaching reading through word guessing:

- a. In pre teaching the teacher asks the students some questions, depend on the material/topic.
- b. Then the teacher chooses difficult word before they begin in reading activity.
- c. After the teacher gets the word, and then they guess the word meaning.

- d. Before the students guess the word meaning, the teacher gives some clue to answer the questions.
- e. The teacher should call attention to the words at which they guesses.
- f. Give the students sentences in which there are one difficult word that they guess in her oral reading.
- g. Then the students will guess the word meaning with their mind.

Words guessing in a sentence are a common problem. Schools teach so much with sight word learning that it's easy to understand how it happens. To use this strategy to make them more active and can build their motivation in reading activity.

E. Basic Assumption

Teaching English especially teaching reading is very important, because reading is one of the four skills that the students should master. In reading skill students should develop reading comprehension it requires strategy where lesson plans progressively develop and reinforce reading comprehension. One of the ways that might have significant in the teaching reading process in brainstorming by words guessing strategy.

In words guessing technique the lesson shows how new words or ideas are related to the text. The students are able to comprehend the reading text better when the teacher gives some clues' the new word by words guessing. It is useful in teaching learning process in reading comprehension.

F. Hypothesis

Based on the assumption above the writer's hypothesis is that words guessing technique is effective in teaching reading comprehension.

