CHAPTER II
THEORITICAL REVIEW

A. Definition of Reading

Reading is one of the most beneficial, fundamental, and central skills for students to master in order to learn new information, to gain access to alternative explanations and interpretations and to start the synthesis of critical evaluation skills (Yukselir, 2014:66). Similarly with statement by Stone (2013:25) also said reading is a fundamental goal that children must master in order to be successful in school and life. It means that reading is process interpretation information or idea from writing that is read. In this process, the reader needs an understanding of written discourse as stated by Subadiyono (2014:1) that reading is understanding written discourse.

To understand reading, students who have cognitive abilities can develop the data obtained to determine information, stored information or absorb information from a text by having good cognitive abilities. According to Neiser (1997) as cited in Kalaiya & Kumar (2018:57), cognitive is defined as the process which the sensory inputs are transformed, reduced, elaborated, stored, recovered, and used.

From the explanation above, it can be concluded that reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information.
**B. Definition of Reading Comprehension**

Reading comprehension is a process to understand a passage that incorporated their before and after thought because the students will try to comprehend the text by comparing the information they have learned with the information inside the text. Scanlon Et.al, (2010) as cited in Saputra (2017:7) stated that comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader’s preexisting knowledge related to the topic of the text. Also Willis (2008) as cited in Khusniyah & Lustyantie (2017:203) states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader. It means comprehension is an activity by the reader with the text, through thoughts while reading a text. The interaction between text and the reader is happening in the process of building text understanding.

The theory about comprehension also stated by Karen & Graham (2007) as cited in Hasan Abdullah (2017:2) states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word world knowledge, and fluency. It means reading comprehension is a process reader on reading activities build an understanding of a text.

In reading comprehension, students are not only building an understanding of text but also do a set of processes to get a meaning from text.
Woolley (2011) as cited in Akpessi (2015:2) states that reading comprehension is the process of making meaning from text. It means readers need extensive knowledge in order to capture the information inside the text.

From the explanation above, we know that there are a lot of definitions about reading comprehension. It can be concluded that reading comprehension is a process to understand the text and make information from reading by connecting information from the text with the readers’ knowledge or readers’ personal experience.

C. The Purpose of Reading

Reading is an activity with a purpose. Kalayo (2007) as cited at Mahdi (2018:7) states that reading is an activity with a purpose. In general, the purposes of reading are classified as follows: getting general information from the text, getting specific information from the text, reading for pleasure.

Furthermore, Jo et al (2013:90) state that there are seven main purposes of reading:

1. To obtain information for some purposes or because they are curious about some topics,
2. To obtain instructions on how to perform some tasks for their work or daily life,
3. To act in a play, play a game, do a puzzle,
4. To keep in touch with friends by correspondence or to understand business letters,
5. To know when or where something will take place or what is available,

6. To know what is happening (as reported in newspaper, magazines and reports),

7. For enjoyment or excitement.

D. The Technique of Reading

Reading technique is a technique or way to read more quickly and efficiently. According to Diaz & Laguado (2013:133), the techniques that can be applied by English teachers to improve student’s reading comprehension are skimming and scanning techniques. Those techniques can enhance reading comprehension and improve students’ reading skills. When the students can read efficiently, they can make predictions on the purpose of the texts, the main topic and conceivable some supporting idea. Below are the description of skimming and scanning.

a. Skimming Technique

Skimming is a technique to read quickly by looking to the important things or the main idea from a text. Liao (2011) as cited in Yusuf (2017:44) stated that skimming is done at a speed three to four times faster than normal reading. Moreover, Abdelrahman and Bsharah (2014:168) propose that to improve reading speed, readers also need to increase concentration, improve memory and recall, and reduce interruptions, and stress.
They also provide the procedure of the skimming technique into three steps as follows Abdelrahman & Bsharah (2014:170):

1) read the first sentence of paragraph
2) read the last sentence of paragraph
3) read key words in between

They further added two skimming patterns in the process (Abdelrahman & Bsharah, 2014:170):

1) For formal style (typical of most textbooks, with long sentences and long paragraphs), therefore readers should read using the three steps outlined above.
2) For informal style (shorter sentences and paragraphs), the readers should read using the first two steps only in teaching, the students are taught to skip words and learn to select keywords or phrases to captivate important information with concentration and practice.

To conclude, skimming is a reading technique that deals with the process of rapid coverage of reading a text to determine its gist or main idea (Brown, 2003:180). Skimming is done so that they do not have to translate all information in the text. And so, it is typically recommended to read the first and the last sentence of the paragraph, because the main idea of the text is usually stated in those parts.
b. Scanning Technique

Scanning is unlike skimming. In this technique, the readers look for specific information within a text such as dates, names, and places, among others. Moreover, Brown (2003:181) explains that scanning is the process of quickly searching a particular piece or pieces of information in a text.

The purpose of scanning is to extract specific information without reading the whole text. It is basically fast reading (Mikulecky & Jeffries, 2007) as cited in Yusuf (2017:45). The conclusion is, scanning is a speed reading technique for a text to get an understanding of the contents of the reading.

E. Evaluating Reading

The main purpose of reading is to find out and get information about the content and meaning. To reach the reading purpose, one have to have both macro and micro skills (Brown, 2004: 188) explained below.

a. Macro Skills

1) To recognize the rhetorical forms of written discourse and their significance for interpretation,

2) To recognize the communicative function of written texts, according to form and purpose,

3) To infer the content that is not explicit by using background knowledge,
4) To describe events, ideas, etc, infer links and connection between events, deduce, cause and effect, detect such relation as the main idea, supporting idea, new information, given information, generalization, and exemplification,

5) To distinguish between literal and implied meanings,

6) To detect cultural specific references and interpret them in a context of the appropriate cultural schemata,

7) To develop and use a battery of reading strategies, such as scanning and skimming, detecting, discourse makers, guessing the meaning of the words from context, and activating schemata for interpretation of texts.

b. Micro Skills

1) To discriminate among the distinctive graphemes and orthography of English.

2) To retain chunks of the language of different lengths in short term memories.

3) To process writing at an efficient rate of speed to suit the purpose.

4) To recognize a core of words, and interpret word order patterns and their significance.

5) To recognize grammatical word classes (nouns, verbs, etc), a system (e.g., tenses, agreement), pattern, rules, and elliptical forms.
6) To recognize that plural meaning may be expressed in different grammatical forms.

7) To recognize cohesive devices in written discourse and their role in signaling the relationship between clauses.

In making a set of question in the reading test, it covers the comprehension of these features (Brown, 2004: 206)

1) Main Idea (topic)
2) Expression/Idioms/phrases in context
3) Inference (implied detail)
4) Grammatical features
5) Detail Information (scanning for specially stated detail)
6) Excluding facts not written (unstated detail)
7) Supporting idea(s)
8) Vocabulary context

Based on the explanation above, the macro skills and micro skills will be used to evaluate the students’ reading comprehension. The macro skill and micro skill are explained in more detail below.

a. Macro Skills

1) Skimming text for the core and for the main idea, scanning text for specific information (names, dates, keywords)
2) Understanding the given information stated in the passage.
3) Understanding context inference that is not explicit by using background knowledge.

b. Micro Skills

1) Identifying referents of pronoun.

2) Using context to guess the meaning of unfamiliar words

3) Understanding cohesive in written discourse and their role in signaling the relationship between clauses.

In this research, a multiple-choice test is used because it offered a useful way of testing reading comprehension. This method is good enough to measure the ability of the students in authority of the sentences and in using the main idea, vocabulary, inference, reference, and identifying.

F. Reading Process

Reading is a complex interaction between the text and the reader, which are shaped by the reader’s prior knowledge and experiences. According to Gail. E Tompskin (2008:2), the reading process involves 5 stages:

a. Pre-Reading

The pre-reading stage a basic stage to students where the teacher activates their background knowledge so that when students read a text they will not be difficult to understand. The role of the teacher here is to identify the potential problems of readability inherent in a chosen reading text and
then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties. These strategies are to help students to;

1) Set purposes,
2) Connect to past personal experiences,
3) Connect to prior literary experiences,
4) Connect to thematic units or special interests,
5) Make predictions,
6) Preview the text,
7) Consult the index to locate information.

When the strategy is applied by the teacher to students it has a goal so that students build connections and make the text more comprehensible.

b. Reading

Reading is the second stage where the students begin reading the material through any type of reading (buddy, shared, guided, etc). It includes reading strategies and skill, the examination of illustrations, reading from beginning to end, and note-taking. From this stage also have strategies to help students to:

1) Make predictions
2) Apply skills and strategies
3) Read independently; with a partner, using shared reading or guided reading or listen to the text read aloud

4) Read the illustrations, charts, and diagrams

5) Read the entire text from beginning to end

6) Read one or more section of text to learn specific information

7) Take notes.

   The purpose of these strategies is to encourage student-initiated reading.

c. Responding

   Responding is the third stage where the students respond to what they read through the reading book, journals, or grand conversation. In this stage may be the teacher gives the story to students through telling them, then they respond to the teacher. This strategies in this stage also can help students to:

   1) Write in a reading log,

   2) Participate in a grand conversation or instructional conversation.

   This stage also has a goal for students to encourage self-regulatory actions that can be used to facilitate comprehension.

d. Exploring

   Exploring is the next stage after responding where students look back what they read by re-reading in the text. In this stage students more learn about vocabulary and identify message on the story through
strategies can help students to Re-read and think more deeply about the text.

1) Make connections with personal experiences
2) Make connections with other literary experiences
3) Examine the author's craft
4) Identify memorable quotes
5) Learn new vocabulary words
6) Participate in mini-lessons on reading procedures, concepts, strategies, and skills.

The goal from this stage allows the reader to personalize learning and deepen understanding.

e. Applying

The last stage, applying, is where the students participate in after reading activities that demonstrate comprehension of the text, reflections over their understandings, and the value taken from the reading of the text. This activity might include essays, reader’s theatre, power point presentation, or open mind portraits. Then, use this strategy to help students to:

1) Construct projects
2) Use information in thematic units
3) Connect with related books
4) Reflect on their interpretation
5) Value the reading experience

The goal from this stage helps students integrates learning into their own schema.

G. Types of Reading Comprehension Constraints

There are five types of reading comprehension constraints, as stated by Sharpe (2002: 303), stated below.

a. Determining Main Idea

Determining main idea is a reading activity to identify the point of view of the author. Main idea of paragraph is a sentence that tells about the topic, that contains the subject, verb, and usually a complement. Main idea also contains a topic and controlling idea. The position of main idea in a paragraph not give any specific details.

The position of main idea in a paragraph varies. It could in the first paragraph or in the last paragraph.

Example:
Malin’s mother was very disappointed and sad. She cried in anger. She raised her arms to the sky and cursed Malin. The calm and nice day where gone. A sudden heavy downpour came. Lightings and thunder happens again and again followed by terrible storms. The sea shook heavily, the gint waves hit Malin’s ship. The ship creaked and all the passengers died. What is the main idea of the last paragraph?

a. Malin’s mother was angry
b. Malin and his wife died
c. A thunderstorm hit Malin’s ship
d. All the passengers died
The main idea of the last paragraph is Malin’s mother was angry (A).

From those explanations, it can be concluded that the main idea is the essence of the paragraph, or the important idea that the author develops through out the paragraph.

b. Understanding Vocabulary

Understanding vocabulary is the combination of vocabulary and grammar that surrounds a word. Contexts help the reader make general prediction about meaning. If a reader knows a general meaning of a sentence, making a prediction from contexts is very important when one reads and understands the meaning of a passage without stopping to search for words in the dictionary.

Example:
Feeling embarrassed, Malin said “no, she is not. My mother died years ago.” “she is not my mother.” He denied. Malin’s mother was little surprised and said “oh Malin, do you really forget that i am your mother.” Can you recognize me?.” Malin replace rudely “I don’t have a mother, poor woman, my mother died years ago. He and his wife got back into the ship and went on sailing.
The word “embarrassed” can be replaced with?

a. Humiliatingly
b. Indifferently
c. Happy
d. Amazed

Answer:
Humiliatingly (A)

The understanding about the meaning of words in paragraph is important. If the readers understand the meaning of each word in paragraph, they also understand the paragraph.
c. Making Inference

In a reading, the readers will find a direct statement of fact that called as evidence. In another time, reader may not find a direct statement, and then they will need to use the evidence they have to mean inference.

An inference is a logical conclusion based on evidence. It can be about the passage or about the author’s point of view.

Example :
Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as Australopithecus robustus may have made and used primitive tools long before the species became extinct 1 million Line years ago. It may even have made and used primitive tools long before humanity’s direct ancestor, Homo habilis, or “handy man,” began doing so. Homo habilis and its successor, Homo erectus, coexisted with Australopithecus robustus on the plains of South Africa for more than a million years.

It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.

(A) Australopithecus robustus
(B) Homo erectus
(C) Homo habilis
(D) Australopithecus robustus’ ancestors

Answer : D Australopithecus robustus’ ancestors

The inference is a conclusion based on the statement in which is explained by the author in the passage.

d. Locating Reference

Usually, after reading a passage, a reader will be asked to find the antecedent of a pronoun. An antecedent is a word or phrase to which a pronoun refers. In the texts, there are pronouns such as “its”, “them”, or “their”, and then in the questions of that text, readers will be asked to locate the reference word or phrase in the passage.
Example:
The national road, also known as the Cumberland Road, was constructed in the early 1800s to provide transportation between the established commercial areas of the East and northwest territory. By 1818, the road had reached Wheeling, West Virginia, 130 miles from its point of origin in Cumberland, Maryland. The cost was a monumental thirteen dollars per mile.
Upon reaching the Ohio River, the National Road became one of the major trade routes to the western states and territories, providing Baltimore with a trade advantage over neighboring cities. In order to compete, New York State authorized the construction of the Erie Canal and Philadelphia initiated a transportation plan to link it with Pittsburgh. Town along the rivers, canals, and the new National Road became important trade centers.

The word “its” in the first paragraph lines 4 refers to........
a. The road
b. The coast
c. The areas
d. Transportation
Answer:
The word “its” refers to the road (A)

From those descriptions and examples, reference is to find the pronouns which reference to certain understand in a paragraph.

e. Detail Information

Detail information is the process where the students try to make their own conclusion after read the text.

Example:
All the music consist of two elements, expression and design. Expression is an inexact and subjective and may be enjoyed in a personal or instinctive way. Design, on the other hand, is exact and must be analyzed objectively in order to be understood and appreciated. The folk song, for example, has a definite has medical design that relies on simple repetition with a definite beginning and ending. A folk song generally consist of one stanza of verse.

Because of their communal and usually uncertain origin, folk songs are often popular verse set to music. They are not always recorded and tend to be passed on in kind of musical version of oral history. Each singer revises and perfects the song. In part as a consequence of this continuous revision process, most folk song are almost perfect in their construction and design.
A particular singer’s interpretation of the folk song may provide an interesting expression, but the simple design that underlines the song itself is stable and enduring.

All the followings are true of a folk song EXCEPT......

a. There is a clear start and finish
b. The origin is often not known
c. The design may change in the interpretation
d. Simple repetition is characteristic of its design

Answer:
The design may change in the interpretation (C)

Usually, after reading a passage, the reader would be asked to identify exceptions, it depends on the statements in questions and the author’s need.

H. Previous Study

a. Previous study by Puspita (2017) stated that, 80% of the student 11th grade in SMA 2 Metro, Lampung have constraints with respect to five aspects of reading: determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.

b. Previous study by Sekarini (2017) among students in 10th grade in SMA N 1 Banda Lampung stated that there are six students’ problems in understanding reading text, they are: lack of students’ interest, lack
of vocabulary mastery, lack of background knowledge on transition phase, identifying main idea and lack of motivation. The second result shows that narrative text was regarded to be the most difficulty of English text types.

c. Previous study by Dasrul Hidayati (2018) stated that the first grade students of SMAN 1 Darussalam, Aceh Besar, showed that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions from the test. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.