

CHAPTER II

THEORITICAL REVIEW

A. Reading

Definition of Reading

There are four skills in English, one of them is Reading. When you learn English you will learn all the skills from beginning to the end, so you can master all those skills. All these skills are very important including reading, because from reading we will get information, knowledge and new things from the text we read.

Reading is an activity to gain information from the text. The more texts we read more knowledge and information we got. Through reading, we can get information about science, technology, and other advancements of the world (Cahyani 2014: 7). Information that we gain from reading can influence human being life include behavior, characteristics or the ways of people thinking.

Reading can be defined as a process of interpreting meaning about the text through symbol/ codes inside. Furthermore, according to Soedarsono in Cahyani (2014:7) reading is not only understanding the symbol or codes in the text, but also complex activity includes words recognition, comprehension, and reflection. Those activities are essential for the students who want success in academic reading and want to become a good reader which have a good understanding in a text.

The other definition of reading by Mr. Hodgson, (1960) reading is a process carried out by the reader to get a message, which will be conveyed from the author by the medium of words or written language. Therefore it is necessary to have good reading skills.

Another explanation about the meaning of reading by Bonomo (1973) reading is a way to understand a meaning and its meaning in its written language. Based on that explanation, we need to understand the text we read, so that we can get the meaning of the writing that can be in the form of information or science and etc.

B. Strategy

The Definition of strategies

Strategy is a way or something that people do to solve a problem. It is cited in Higher Education Founding Council for England Circular (2001) that a “strategy” is a plan developed by a reader to assist in comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text.

When we learn something, we definitely have a strategy that can be used in learning about it. This strategy serves to facilitate us in learning it. Besides that, strategies are very necessary when in learning we have difficulty understanding what is learned. According to Kozma (Sanjaya, 2007) said that learning strategies can be interpreted as selected, namely those that can provide facilities or assistance to students towards achieving certain learning goals.

In each lesson we need a strategy, both in academic and non-academic learning. One of them in academic learning is reading. When we read, we will get information, knowledge and etc. But we often have difficulty knowing the contents of the reading. Therefore, reading has several strategies that can be used by the reader to know what he is reading, so he can get information and knowledge from the text he reads.

C. Reading Comprehension

1. Definition of Reading Comprehension

There are a lots of definition of reading comprehension, one of them is proposed by Finochiaro (1986:7) that reading comprehension means understand information from it as efficiently as possible. Another definition about reading comprehension by Tampubolon (1987:6) said that reading comprehension gives two knowledge's for readers, such as new information and the way to present some ideas in the text.

Reading comprehension as an ability to comprehend the message from printed or written material. While according to Klingner, et al (2007:2) states that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000:306).

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some readers or students find difficulties to understand what the text tells about, so they get nothing from the text.

From those descriptions the researcher conclude that teaching reading comprehension is an ability to make students can comprehend the message of printed or written material.

2. Strategies of Reading Comprehension

Comprehension strategies are conscious plans-set of steps that good for students that used to make sense of text. Teacher can use comprehension strategy instruction because it helps students become purposeful, active who are in control of their own reading comprehension.

Based on three articles that the researchers read, there were seven strategies used in the three articles. Those articles are by Hulya Kucukoglu, Kamalia, Cevdet Epçaçan, Cahit Epçaçan, A. Halim Ula. The strategies are predicting, scanning, skimming, summarizing, questioning, inference, mind mapping.

a. Predicting

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate

ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding.

Comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

b. Scanning strategies

The meaning of scanning strategies

Scanning is a way that readers or students use when reading to get specific information. Students may not read carefully and skim just to get the information they need. For example students want to get information about the address or telephone number, then the reader just skim to find the information they want. Scanning is not reading process in the true sense of the world. It is a searching that requires a reader to float over the material until he finds what needs. The he stops and reads as much as necessary in order to answer his question (Ophelia H. Hancock).

Scanning is a useful tool to use when a reader needs to locate a specific date, important name or pertinent quote. Scanning can be a convenient tool for writers looking for a fact to include in a report or for looking up a word in a dictionary. A person might scan a phone book to find a phone number or scan the results of a search engine when looking for information online.

According to Cambridge University Press, scanning can be an effective tool for foreign language learners who are searching for a specific piece of information in a text full of unfamiliar words. Students might scan a test to locate questions they are most comfortable answering first.

c. Skimming strategies

The meaning of skimming strategies

Skimming is refers to process of reading only main ideas whitin passage to get an overall impression of the content of the reading selection. Cambridge University Press reports skimming requires a high level of reading skills and word-recognition abilities because readers must be able to quickly look for pertinent pieces of information and recognize key words. Skimming can be a good pre-reading tool to help a reader decide if a more thorough reading of the material is needed.

Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts. Skimming to get an overview is an important skill for college students. They will find that

more reading will be assigned and suggested to them to improve their understanding of their field. By skimming to obtain the 'gist' of the material they are able to overcome their reading text.

d. Summarizing strategies

Definition of summarizing strategies

Sometimes, when we are reading a text we have to make a summarizing to make a conclusion of the text. This strategy can help the reader know the main topic of the text, because we make a note from the text after we already finish read the text. According to Jones (2012), "[When summarizing], we strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them." Jones (2012) also states, "This strategy is truly about equipping your students to be lifelong learners." This is vital because your students will always use this strategy throughout their education, as well as, in life.

Summarizing is a technique used by students to search for the core or subject matter of a text by recording only the subject matter. Summarizing helps students to comprehend knowledge, transferring it to long-term memory significantly because it leads students to a) reading to understand, b) to distinguish important ideas, and c) to express the information by using their own words (Senemo-lu, 2001:569).

e. Questioning strategies

Definition of questioning strategies

Questioning is a strategy that readers use to engage with the text. Questioning techniques help the reader to clarify and comprehend what he is reading struggling readers tend not to ask questions of themselves or the text as they read. Teachers who model how to ask questions while reading help children to learn how to build interest with the text and become stronger readers. Questions help students clarify and deepen understanding of the text they are reading.

f. Inference

Definition of Inference

Inference in reading is the ability to understand the meaning of a passage of text without all the information being spelled out. From context clues within a passage, the author gives information about plot, characters, setting, time period and other elements of story by the things he or she infers. Word choice and word order give clues about the story as it unfolds to the reader. Readers take the clues they are given and draw conclusions based on their own worldview and personal experiences.

The concept of general sense helps students infer the meaning of words or passages of text based on context clues. According to Cuesta College, general sense activities help students understand implied word meanings even though the words themselves may be new or unfamiliar. One way to teach this is to give students a sentence with a new vocabulary word that then lists the meaning of the word within the

remaining text. For example, in the sentence “Murderers are usually incarcerated for longer periods of time than robbers,” students may not be familiar with the word “incarcerated”, but they most-likely will be familiar with the word “robbers.” Students know that robbers who are caught usually spend time in jail for their crimes. Thus they can infer that the word “incarcerated” means “to spend time in custody for crimes committed.”

h. Mind Mapping

Some students find that mind mapping like webs and concept maps can greatly enhance reading comprehension. These allow students to identify areas of focus and main ideas in a reading. By filling in this information, students can deepen their understanding of the author's meaning. This strategy giving students the opportunity to generate representations of the material is part of the reading comprehension process.

A mind map is a [diagram](#) used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.^[1] It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.

D. Relevant Previous Research

Cevdet, Cahit, Halim 2010 conducted a research entitled *The Study on Students' Strategy in Comprehension Reading*. Questionnaire was used to collect the data. The questionnaire was used to know the strategy that students used to comprehend their reading. The result shows that scanning is the most strategy that used by the students. The percentage of scanning strategy is around 82%.

Hulya 2012 conducted a research entitled *Improving Reading Skills through Effective Reading Strategy*. Questionnaire was used to collect the data in the research. The questionnaire was used to know the strategy that students used by the students to improve their reading skill. The result of this research shows that predicting is the strategy that mostly used by the students. The percentage of predicting strategy is around 72,88%.

Kamalia 2016 conducted a research entitled *Improving Reading Comprehension by Using Some Strategies*. Questionnaire was used to collect the data in the research. The questionnaire was used to know what strategy that used by the students to improve their reading comprehension. The result of this research shows that scanning strategy is the strategy that mostly used by the students. The percentage of predicting strategy is around 69,78%.