

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Nature of Reading

##### 1. The Definition of Reading

Reading is one of the language skills that should be emphasized. Through reading, the students can improve their knowledge and vocabulary. Spratt, et al (2005:21) Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge. The activity is done by the readers as they want to get information and knowledge from the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading also can make the students get much information from the text. According to Tarigan (2008:7) reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer's through words or written material. It means that the reader can get much information that is conveyed in a text. Making simple, reading is processed to understand the message served whit the text.

Based on explanations about the definition of reading previously, it can be concluded that Reading is an activity to construct the meaning connected with their knowledge and conveying a message from the text.

## 2. The Aims of Reading

There are some aims of reading for English Foreign Language:

### a. Improve their vocabularies.

The context of articles, stories, and conversations helps you figure out and understand the meaning of English words in the text that are new to you. Reading also provides repetition of vocabulary words you have already learned to help you remember them.

### b. Improve their languages.

The EFL students will improve their language through reading.

The more we read the more language we have.

### c. Improve their reading speed.

Reading also can makes the students improve their reading speed.

If the student often reading the book, it will make they fast in read a book.

Based on the aims of reading, indicated that reading is very important for the EFL. Through reading, students can improve their vocabulary, they can improve their language and their reading speed.

## 3. Kinds of Reading

Depending on the purpose of reading there are two kinds of reading:

### a. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. According to Choundury (1998: 48) intensive reading means the detailed study of the passage. It means that intensive reading is the activity where the students read a text in detail to know every

word meaning to get detailed information on the text. They must carefully in grammar, language, word, idea, etc. they also must understand about the content of the text.

Besides that, intensive and extensive reading has contradicted. In the extensive reading, the students must follow each word or structure contained in the paragraph. While in the intensive reading, the students can skip over a line or a word or structure which fail to follow. It means that intensive reading makes the students more understand the content of the text effectively, to get the successfulness in reading comprehension and improve the students' vocabulary. If learners have to answer comprehension questions, summarize a paragraph, or does vocabulary or grammar exercises with a text, they must read it carefully and accurately. They also can use a dictionary to get the meaning of the text. This kind of reading usually used by teachers in teaching reading. An example of the text which use intensive reading: a paragraph, article or short story.

#### b. Extensive Reading

Extensive reading is the reader reads the text to pleasure. According to Kumar (2006:223) the main aims of extensive reading are to create an interest in reading for pleasure. It means that extensive reading is reading to get an overall understanding of the material to pleasure. The students can stop the reading if they don't interest in the text. Learners don't need to understand the exact meaning of every

word or sentence. It is more important that they get the main points of the text. Extensive reading should not involve detailed exercises. Extensive reading works best if the texts are enjoyable and interesting to the learner, and easy to understand. The student minimum use of dictionary.

There are some differences of intensive reading and extensive reading. Kumar (2006:223) Explain that the difference between intensive reading and extensive reading can be seen from the word “ in intensive reading, a child learns to read, in extensive reading, a child practice what he has learnt”. It means that in intensive reading is more accurate reading than extensive reading.

From the explanation above, it can be concluded that there are two kinds of reading, they are: intensive reading and extensive reading. Intensive reading is more needed in teaching learning process, it is because in the intensive reading the students must know every word to understand the context effectively. The students and the teacher can use contextual redefinition pre-reading strategy in teaching learning process. To know every meaning of the word, the students also can use dictionary to get detail meaning of the word.

#### 4. Level of reading

There are three levels in reading. Thomas Barrett (Clymer, 1968) developed a simple three-level taxonomy that is useful in understanding how readers comprehend. The three levels as follows:

a. Literal or factual comprehension.

This level refers to the simple understanding of the information that is explicitly stated in the text. For example: In the sentence, the dog chased the three children across the field, the literal comprehension involves knowing that it was a dog that was chasing, that the dog was chasing three children, and that the chase occurred in a field. Applying the definition of comprehension presented earlier in this chapter, literal comprehension is heavily reliant on the information presented in the text.

b. Inferential comprehension

This level refers to information that relies on information that is implied, or not explicitly stated in the text. In the sentence above, inferential comprehension allows the reader to infer or guess what kind of dog was chasing the children, if the dog was barking or not, the ages and gender of the children, and the nature of the field that the children and dog. These pieces of information were not explicitly stated in the text; however, the reader could call up his or her background knowledge about dogs chasing children to make reasonable guesses

about the scene. These are inferences that most readers can agree on. Most readers, for example, would agree that the dog was barking and that the children were running. From the definition of comprehension presented earlier, inferential comprehension can be seen as relying significantly on both the text and the reader.

c. Critical or evaluative comprehension.

This level involves the reader making judgments about various aspects of the text—the literary quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension obviously relies on the text, but to an even greater extent, it requires the reader to make personal judgments about the text. In a sense, these are inferences also, but they are highly dependent on the individual and unique background of the reader. One reader may love the passage, and another may have disliked it intensely.

All three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. The second and third levels of comprehension, inferential and critical, that challenge the reader to actively engage his or her background knowledge and reasoning skills to construct meaning.

## B. Reading Comprehension

Reading comprehension skill is one of important things that must be learned or understood by the reader. Danielle (2012:11) explains that comprehension is the ability to get beyond the words, to understand the ideas and the relationship between ideas conveyed in a text. It can be concluded that comprehension is the ability to understand the text. Reading comprehension is one of the important things that must be learned by the reader. There are some definitions of reading comprehension. Woolley (2011: 15) reading comprehension is the process of making meaning from the text which has the purpose to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. It means that we must know the meaning of the words to understand the text. (Tampubolon, 1987: 6) explain that reading comprehension gives two knowledge's for readers, such as new information and the way to present some ideas in the text. It means that reading comprehension can give information for the reader and the way to share the idea in the text.

From the explanation above, it can be concluded that reading comprehension is not only transferring the symbol printed from the text to the brain, but the readers have to overall understand about the text by making meaning from the text by their own word and they will be able to make conclusion from the text.

## C. Steps of Teaching Reading

Generally, a reading has three major steps in reading they are: pre-reading, while-reading, and post-reading. The definition as follows:

### 1. Pre-Reading

Pre-reading strategy is an activity that the readers do before reading the text in detail. Yazar (2013:40) the purpose of pre-reading as follows:

- a. To introduce and arouse interest in the topic. It means that pre-reading activity will make the students' interest in the topic.
- b. To motivate learners by giving a reason for reading. Pre-reading activity will make the students' motivation in reading a text and they will know to what they read.
- c. To provide some language preparation for the text. It means that pre-reading will make the students critical thinking because they will imagine about the text.

In order to help prepare for a pre-reading activity, useful questions that the teacher can ask himself are:

- 1) What knowledge, ideas or opinions might the learners already have on the topic? How can this knowledge be drawn out and used?
- 2) Why should anyone want to read this text, and can the same, or similar, reasons be generated in the learners?

The answer will give the teacher ways to introduce the text, motivate the students. It also can recall the students' prior knowledge. In the pre-reading, there are so many strategies like contextual redefinition, brainstorming, mapping, and the others.



## 2. While Reading

While-reading is an activity after pre-reading. The activity engages the students read the text. Yazar (2013:41) The aims of these steps are:

- d. To help understanding of the writer's purpose. It means that the student read the text to know what the writer means in the text.
- e. To help understanding of the text structure. It means that in while-reading, the students expected to know the structure of the text.
- f. To clarify text content. It means that the students will know the content of the text after doing while-reading.

The teacher can ask himself in while-reading with the questions below:

- a. What is the function of the text?
- b. How is the text organized or developed? (e.g. a narrative, an explanation with various example, an argument and counter-argument)
- c. What content or information is to be extracted from the text?
- d. What my the reader infer or deduce from the text?
- e. What language may be learned from the text?
- f. What reading style may be practiced?

The answer of those questions will give the teacher ways to select or device appropriate exercises. Then, while reading begins with the general understanding, and then move to the smaller units like paragraphs, sentences, and words.

### 3. Post Reading

Post-reading is the last steps in reading activity. But, sometimes there is no post-reading. Usually the teacher directly gives the students' task. Yazar (2013:42) The aims of the post-test are:

- a. To consolidate or reflect upon what has been read. It means that post-reading activity will know what information that the students get after reading.
- b. To relate the text to the learners' own knowledge, interest, or views. It means that the students will interest in reading because the text is related to their knowledge.

From the explanation above, the writer conclude that the student's prior knowledge is needed to be activated in reading activities. Reading activities involve there three stages, namely pre-reading activities, while-reading activities, and post-reading activities. The most significant for building and activating prior knowledge is pre-reading activities because in the reading activities,the teacher can apply some reading strategy. In this study, the writer use contextual redefinition in teaching pre-reading strategy, because this strategy can build students' prior knowledge to help students in reading comprehension.

#### D. Contextual Redefinition Strategy

##### 1. The Definition of Contextual Redefinition Strategy

Contextual redefinition is one of the strategy in pre-reading. According to Tierney, et al (1995) as cited in Brassell (2010:26)

contextual redefinition is an instructional strategy used to help students acquire the ability to use context and structural analysis to determine the meaning of unfamiliar words. It means that contextual redefinition is a strategy that used to determine the meaning of difficult word which appropriate to the context.

From the explanation above, it can be concluded that contextual redefinition is a strategy used in pre-reading with the aim to help the students in making meaning with their prior knowledge and relate their definition with the context

## **2. The Aims of Contextual Redefinition.**

There are some aims of the contextual redefinition strategy. (Brassell, 2010:26) explains the aims of the strategy as follows:

- a. To demonstrate the students the importance of using all contextual clues available to determine the meaning of unfamiliar words. It means that using context clues will make the students easy to guess the meaning of the difficult words.
  - b. To show the students how to make educated guesses about the meanings of unfamiliar words utilizing context. It means that this strategy will give a new way to know the meaning with guess the meaning of the difficult words.
  - c. To make students active participations in the discovery of new words.
- This strategy will make the students active because in the steps of this

strategy the students can explore their idea or they can guess the meaning with their knowledge.

- d. To allow the students to share their thought process with one another and understand different ways to derive meaning from the text. It means that every student has the different consideration about the word that they guess. And they will seek the meaning of the difficult word together.

From the explanation above, the writer conclude that the contextual redefinition is very helpful in teaching reading, because there are many benefits in using this strategy. The contextual redefinition also can activate the students prior knowledge.

### **3. Steps of Contextual Redefinition Strategy**

This strategy appropriate for middle and high school. Brassell (2010 : 26-27) explain that there are eight steps of this strategy. The steps as follows:

- a. Use a text passage, select unfamiliar words as key words.
- b. Write a sentence on the whiteboard or on an overhead that permits students to guess the meaning of the keywords through the use of context clues. If the text already has such a context, use that one.
- c. Use a blackboard or overhead, show the students the words in isolation, pronounce them and asks them to predict each word's meaning.
- d. Ask the students to present their definition of words, ask them to provide a rationale for their thinking. Record definition given by students.

- e. Ask the students to look at words in their appropriate context, using sentences previously presented on the blackboard or overhead. Again, allow the students to present their definitions of the words and to provide a rationale for their thinking.
- f. Ask the students to reflect on their prediction and revise, if necessary.
- g. Tell the students to use dictionaries to verify their prediction.
- h. Discuss the quality of predictions when words are presented in isolation versus in context.
- i. Continue the process with the next word.

To make easier, the writer categorizes the steps above into: first, select unfamiliar words. Second, write a sample. Third, present the word in isolation. Forth, present the word in context. The last step is using a dictionary for verification. It can be concluded that contextual redefinition is a strategy that can assist students in comprehending the text.

In applying the contextual redefinition strategy, the strategy can help the students in comprehending a text by connecting their prior knowledge and the meaning in the context.

### **E. Teaching Reading Using Contextual Redefinition Strategy**

Contextual redefinition is a part of teaching reading session. Contextual redefinition can be used in pre-reading, while reading and post-reading activity. This strategy can be used by the teacher to activate or build students'

prior knowledge by providing some activities before reading a text in teaching reading. The steps of applying this strategy as follows:

### **1. Pre-Reading**

- a. The teacher provides a text that will be read to the students. In this case, the writer uses narrative text.
- b. The teacher writes a sentence in the black board.
- c. The teacher asks the students about the difficult words or clues in the sentence.
- d. The teacher shows the words in isolation, pronounce the word and ask the students to predict each word's meaning.
- e. The teacher asks the students about the definition of the word.
- f. The teacher asks the students to provide a rationale for their thinking.
- g. The teacher records the students' definitions.
- h. The teacher asks the students to look at words in their appropriate context using the sentences previously presented on the blackboard.
- i. The teacher asks the students to use dictionaries to verify their predictions.
- j. The teacher and the students discuss about the meaning of the words in isolation and in context.

Based on the steps in applying contextual redefinition pre-reading strategy which is implemented for teaching reading, it is believed that those steps can assist students' reading comprehension.

## 2. While Reading

- a. The teacher gives text to the students

### Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So, he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn.

Babu and the lion turned out to be friends.

- b. The teacher asks the students to understand what the purpose of the text
- c. The teacher asks the students to understand the generic structure of the text.
- d. The teacher asks the students to understand about the content of the text.
- e. The teacher monitors the students

In whole-reading the teacher will develop and guide students through deep questions and high level thinking. In the whole-reading, the students

will know about the function of the text, the kinds of the text, the information from the text, etc.

### **3. Post Reading**

- a. The teacher asks the students to reflect upon what they have been read.
- b. The teacher asks the students to relate the text to the learner's own knowledge.
- c. The teacher asks the students about how they might use the information in the future.

From the explanation above, it can be concluded that in the post-reading, the teacher will give feedback and make conclusions from the text with the students.

### **F. Basic Assumption**

Reading skill is a very important in order to get information from the text. The teacher should use an appropriate strategy to teach the students' reading comprehension. The writer assumed that Contextual Redefinition Pre-Reading Strategy is effective in teaching reading comprehension. Using this strategy, the students will think critically to find out the meaning of the word and to make the student easy to understand the content of the text.

### **G. Relevant Study**

Some related studies to this research was done. One of the research was conducted by Nika (2013). She provided the experimental subject with two pre-reading strategies: contextual redefinition and word list. The result showed that contextual redefinition is more effective to be used as a pre-reading strategy than a word list in reading comprehension. The group B who



received contextual redefinition gained higher mean score than group A who had a word list as the pre-reading strategy. The mean score of the students who received contextual redefinition outperformed than students who received word list ( 72.13>61.47 in the first post test and 76.53 > 71.23 in the second post test).

### **G. Hypothesis**

The hypothesis of this problem is based on the basic assumption that using contextual redefinition pre-reading strategy is effective towards students' reading comprehension.

