

## CHAPTER II

### THEORETICAL REVIEW

#### A. Reading

##### 1. Definition of reading

Reading is the process of someone to know about the content of the text that they read, it and understanding and constructing meaning from a piece of text. Anderson (2005: 2) stated that reading is active, fluent process which involves the reader and the reading materials in building meaning does not belong on printed page, nor is it only in the reader. Reading is an active process and it needs certain strategy.

Reading is a process or getting the message and solving the problem from the text and finally we get the main point of the author's message. It is quite clear that reading is not only observing the text, but we should know the author message.

Reading is skill that should be mastered by the students. Through reading, people can explore places or countries that have never been visited before and mind the ideas of great people in the past, all of which will enrich experience and knowledge. (Ramelan, 1990:1)

Reading is very important and essential for the students. In principal, reading is a process to understand the message available in the text. Lado (1964: 131) describes that reading is as an activity to understand whole sentences from the part of identification based on their written representation.

Reading works at a social activity or sociolinguistic level by persuading the writer and the reader, since in reading the reader communicates with the text (Goodman, 1990: 23). It means that when the reader reads the text that is written by written, they can understand what the writer means. Otherwise, when the writer writes the text that will be

read by the reader, they want to deliver their ideas by writing. From writing the readers can read the writer's writing.

Finnochiaro (1974:77) adds that reading is getting meaning from printed in written material.

## **2. The importance of Reading**

Reading is important to develop knowledge. Learning without reading is useless. Students who only confides in what his teacher gives in class without having an effort to read many references will be not pass in time a success in study.

Ramelan (1990: 2) stated even after leaving school, reading will be useful for students. By reading magazines, newspaper, and books on some kinds of subject, students mind will increase in maturity.

According to Smart Communication (2011) in there are four points of the importance of reading as a way to succeed in study. They are:

- a. Developing good reading skill can improve the students' ability to comprehend concepts and ideas.
- b. The students have the ability to broaden the interest.
- c. Reading regularly increases the vocabulary.
- d. Reading can find out some information that we need for some practical purpose.

In conclusion, reading is very important for student either at school or after they graduate from their study. Reading is important to build vocabulary for English lesson. It is realized that reading skill or reading activity will open knowledge widely give more vocabularies and information.

### 3. The aim of reading

The main aim in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text. Tarigan (2008: 9) stated that there are some aims of reading:

a. Reading for details fact

In this type of reading peoples read a text to get detailed information of it, know the inference done by the writer or solve the problem of the writer.

b. Here, peoples read the text to know “why are the topics good or interesting. Then the problems on the text and order make summaries of the text.

c. Reading for sequence or organization

In here, Peoples read texts to know what happens in each part the text and solve the problems of the texts.

d. Reading for inference

Here, peoples read in order to find out the conclusion from the texts.

e. Reading to classify

In here, people read texts to group some information events in the written or printed texts

f. Reading to evaluate

Here, peoples evaluate what the writer has written to see the strength and weakness of something.

g. Reading to compare or contrast

The people read to compare the texts whether having similarity with them or even contrast.

#### 4. Assessing Reading

The primary purpose of assessment is to improve teaching and learning process especially for the students. According to Brown (2004: 187), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension.

##### a) Macro skill

Macro skills refer to understanding general ideas in the text.

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative function of written texts, according to form and purpose.
3. Infer the context that is not explicit by using background knowledge.
4. From describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect cultural specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

##### b) Micro Skill

Micro skills refers to recognizing and interpreting the linguistic features of the text.

1. Discriminate among the distinctive graphemes and orthography of English.
2. Retain chunks of language of different lengths in short term memories.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tenses, agreement), pattern, rules, and elliptical forms.
6. Recognize that plural meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

From all the definition above, it can be concluded that reading comprehension is a process in which involved of written word and understanding the meaning consist all of aspects and bring the knowledge

## **5. Major Components of Reading Comprehension**

Reading comprehension is the process of understanding and constructing meaning from a piece of the text. According to Leu and Kinzer (1987: 30-38) reading comprehension process involves a number of important components as follows:

- a. Decoding knowledge

The readers are used to determine the oral equivalent of a written word.

- b. Vocabulary knowledge

Vocabulary knowledge is important at all grade levels, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic Knowledge

Syntactic knowledge includes understanding word order rules that exist within sentences and permit students to determine the grammatical function and often the meaning of pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

Reading readiness is the ability of a student to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular selection.

f. Affective Aspects

Affective aspects of reading comprehension include a reader's attitude and interest in reading.

From all the definition above, it can be concluded that reading comprehension is a process in which involved of written word and understanding the meaning consist all of aspects and bring the knowledge

## **B. Round Table Technique**

### **1. The Definition of Round Table**

Round table was a technique in which students take turns to respond, to a prompt by writing one or two words, phrases or sentences before passing the paper along to the other who did the same.

Isjoni (2010: 79) stated that roundtable is one of teaching technique where the teacher gives the text and divided the students into groups consisting of 4-5 students. The groups should be heterogeneous which are based on previous achievement usually in the form of score. The purposes is to create cooperation, In this technique, all of members in the group are given opportunity to share their ideas or answer the question based on the text and listen to the others members' idea so there is no student who be passive. When students become actively engaged in discovering information for them selves , they would be able to solve problems and learn on their own. By doing this technique it will help the students to comprehend the text easily.

Based on the description mentioned previously, it can be concluded that roundtable is one of teaching technique in which the students have to discuss about text in group by sharing their ideas.

Round table is expected as the one of teaching technique that is useful and effective for teaching reading.

### **2 The advantages of Round table**

Round Table technique is an active learning strategy that has many several benefits. As stated by Lom (2012), by using this technique there are two benefit to use this technique.

Those are:

- a. Round Table ensures that every student in the classroom is generating knowledge and contributing to a discussion simultaneously.
- b. This technique can also be used as a way to help students rapidly generate a variety of diverse ideas as potential starting places for assignments or term paper topics.

Another important part of Round Table technique are particularly well suited to brainstorming exercises, but can easily be adapted to other situations where there are multiple responses. Roundtables can quickly transform the energy. An example of Round Table technique can also be an effective tool for test preparation.

## **2. The Procedure of implementing Round table**

There are four steps to use Round table technique:

- a. Grouping

Grouping is the first step where the students are asked to make a group consisting of 4-6 members. After that, each group has to choose one of the members to be a leader.

- b. Predicting

During the second steps, the teacher ask students what they are expected to find when they read. At the beginning the teacher asks questions like:

What will a story with this title be about? Why? ,

Who do you think will be in a story with this title? Why,

Where do you think this story will take place? Why?

- c. Reading

Here, Students are asked to read the text silently in order to get the specific information in the text and check their prediction.

- d. Proving



During this fourth step, the teacher asked students to evaluate their predictions within the context of a discussion. Teacher Askquestions like, Was your guess correct? Why or why not? (Leu and Kinzer, 1987: 222)

From all the steps above teaching learning process can be organize well. Besides that, make the students have already and understand about the material.

#### **D.Basic Assumption**

One of the language skills that should be learned by the students is reading. Many students think that English is difficult language to learn, because they have low in reading comprehension, they lack the ability to comprehend their reading text book selection or even to answer the factual question. To build motivation is not an easy way for reading. Round table technique is one way to help students in reading activity in the class. This technique can encourage the students' motivation in reading comprehension. By applying round table technique, the students are able to understand the content of the text and they can get any ideas in reading activities. It was assumed that, by applying this technique, their reading comprehension will be better.