

CHAPTER II

THEORITICAL REVIEW

A. The Definition of Reading

There are many definitions of reading proposed by some experts. The first definition proposed by (Tarigan, 2008: 7) reading is a process carried out and used by a reader to acquire message that is conveyed by a writer through words or symbols, and the meaning of the words could be soon known by a reader, so the reading can be carried out well. The next definition comes from (Othman, 2013: 87) reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response

Another definition of reading proposed by (McKay, 2006: 223) reading involves making meaning from a text. Reading is both process and product. The process of reading involves the interaction between the reader and the text. Meanwhile the product of reading is reading comprehension, its meaning understanding what has been read. Based on explanation above, concluded that reading is an active process to understand the texts, which is conveyed by the writer through the words or symbol to be understood and interpreted. The readers or the students need a strategy in order to understand the texts well and having good reading ability.

B. Reading Comprehension

(Tarigan, 2008:58) reading comprehension is kind of reading activity that aims understand literary standards, critical review, printed drama, patterns of fiction Reading cannot be separated from comprehension. The main goal of reading is comprehension. language messages. Reading comprehension skill is one of important things that must be learned or understood by the reader.

(Patel&Jain, 2008: 113) stated reading is not only the source of pleasure and information, but also extending someone's knowledge. Whoever, reading is useless without comprehension. Comprehension refers to an ability to understand the meaning or importance of the passage. In reading process the reader or the students should understand the meaning of language that is used in text in order to they can comprehend to analyze and explain the content of the text by using their own language.

Based on explanation above, concluded that reading comprehension is the activity which more thorough to understand the meaning, find the message of the text and reconstruct the idea of the reader. So, in reading process the reader or the students should understand the meaning of language that is used in text in order to they can comprehend, analyze and explain the content of the text by using their own language.

C. Problem in Reading Comprehension

Problem is a situation or something which is uncertain and difficult to understand, problems or situation or statement which need solving, or something that should be solved. (Aziez in Prasetyo, 2009: 236), Reading problem is a learning disorder characterized by significant dissimilarity between an individual's general intelligence and his or her reading skill.

According to (Alderson, 2000) Factors affecting reading comprehension can be classified into two general categories: (1) reader variables, and (2) text variables. The first category of variables which include factors such as reader's background knowledge, reader's skills and abilities, reader's motivation attitude, strategy are internal to readers. The second category of variables which include factors such as text content, text type, genre, text organization, and text readability are internal factors.

(Somadoyo, 2011: 30) stated a number of factors that affects the ability of understanding the text, namely: (1) the level of intelligence, (2) language proficiency, (3) attitude and interest, (4) state of the text, (5) the habit of reading, (6) knowledge how to read, (7) social background, (8) emotions, (9) knowledge and experience that has passes.

D. Kind of questions in reading comprehension

Reading comprehension is very important to be mastered by the students. By having reading comprehension the students can comprehend the texts well. They will be able to get best score in reading a test and success in their academic.

There are kind of question in reading comprehension according to (Djiwandono, 2002:97) the question in reading comprehension test are about: main idea, supporting details, inferring meaning, passage structure, authors aim, knowledge about certain vocabulary, defining vocabulary based on the context. Then ((Nation in Lestari, 2009: 50) stated there are some components asked in reading test namely: main idea, detail information, understanding vocabulary, reference, making reference, making inference.

Due to the purpose of this research, not all component will be discuss in this part, the writer only concerns on main ideas and supporting details.

1. Main idea

Main idea is the writer's idea about the topic which is formed by both the topic and idea. The topic refers to the subject under discussion; main idea refers to the point or thought being expressed (Mikulecky, 1996: 89). There are usually three basic elements of paragraph: (1) a topic, (2) a topic sentence, and (3) supporting details. The topic sentence states the main, or controlling, idea. The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence. Sometimes the main idea is implied. It

means that there is not an explicitly stated main idea. but as a readers must figure out.

The purpose of identifying the main idea is to help students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is foundation upon which all the other sentences are built.

1) Location Main Ideas

The writer can locate the main idea in different places within a paragraph. The writers state their main idea somewhere in the beginning, in the middle, or at the end of paragraph. Hennings, (1999:66).

a. Main Idea at the Beginning of Paragraph

Look carefully not at just the first sentence but the first paragraph or two. Quite often, the thesis will be in the introductory paragraph.

My parents were very strict, when I was growing up. My mother in particular was always correcting my behavior. One day when I forgot to look both ways as I was crossing the street, my mother made me go back home; she said that I could not go out at all if I could not be safe. My father was more concerned with my grades. Every night he would make me go to my room before I could watch television.

(Source: www.saylor.org/courses/eng1000. Subunit 1.2.2.)

Main idea

Supporting

b. Main Idea in the Middle of Paragraph

The writers might put the main idea in the middle of a paragraph, often after a paragraph or two which may be used to engage the reader or to provide background information.

Unlike people in the United States, who believe that different individuals have different abilities, the Japanese believe that all students have much the same innate ability and that differences in academic performance must be due to differences in effort. Therefore, the key to superior performance is hard work, which begins at an early age.

Before most Japanese children even enroll in school, their parents—usually their mothers—have taught them numbers, the alphabet, and some art skills. By age four, more than 90% of Japanese children are attending preschool in order to receive a head start on their education. The typical Japanese student spends six to seven hours a day in school, five full days a week and a half-day on Sunday.

(Source: Curry et al, Sociology for the Twenty-

Supporting
details

Main idea

Supporting
details

c. Main Idea at the End of Paragraph

Sometimes all the sentences in a paragraph will lead up to the main idea, which is presented at the end.

In the developing world 1.1 billion people still lack access to safe drinking water, 2.6 billion do not have access to adequate sanitation services, and more than 1.6 million deaths each year are traced to waterborne diseases (mostly in children under five). All too often in developing countries, water is costly or inaccessible to the poorest in society, while the wealthy have it piped into their homes. In addition, because of the infrastructure that is used to control water, whole seas are being lost, rivers are running dry, millions of people have been displaced to make room for reservoirs, groundwater aquifers are being pumped down, and disputes over water have raised tensions from local to international levels.

Supporting
Details

Fresh water is a limiting resource in many parts of the world and is certain to become even more so as the 21st century unfolds.

Main
Idea

(source: Wright and Boorse. Environmental Science.p.-247).

2) How to find main ideas

There are some ways to find main idea according to (McWhorter, 2011: 150).

- a. First, identify the topic of the paragraph. What is this paragraph about?
- b. Then read carefully all the supporting details. What does the writer want the readers to know about the topic?
- c. How do the details connect? What larger idea do they explain?

- d. In the paragraph but must not be too narrow so that some details are left out.

3) Inferred main idea

Research shows that only about half of the paragraphs in textbooks have directly stated main ideas (Mikulecky, 2010:136). It is important to recognize that the readers may not always find a topic sentence in each paragraph. When the main idea is not directly stated, it is said to be *implied*, which means it is suggested in the thoughts that are revealed.

The readers must figure out what that implied main idea is by deciding upon the point all of the details make when they are all added together. Passages that imply an idea give supporting details first. The reader must extrapolate (or make an educated guess) in order to understand the main idea. In these sorts of passages, the main idea is the general statement that all of the details make when they are considered as a whole.

a) How to find Inferred main idea

1. First, identify the topic of the paragraph. What is this paragraph about?
2. Then read carefully all the supporting details. What does the writer want you to know about the topic?
3. How do the details connect? What larger idea do they explain?
4. Express this idea in your own words. The implied main idea sentence must be broad enough to cover all the details

5. in the paragraph but must not be too narrow so that some details are left out.

The example of inferred main idea

Birds that roost in communities keep warmer and save more energy than those who roost separately. Another advantage to staying in flocks is that many birds are more likely to find food and detect danger than a solitary bird—several pairs of eyes are better than one. In addition, birds that eat on the ground with their flock can more easily escape attack because at least one member of the flock will alert the others. Then, when all the birds fly upward to escape together, they cause confusion, turning a predator’s interest away from any one individual. Several small birds may even act together to “mob” a larger intruder and drive it away.

(Source: Langan, John 1989. P: 14-37).

-What is the implied main idea?

Q. What is the topic?

-Birds

Q.What does the writer want me to know about birds?

- **He or she wants me to understand why birds live in flocks**

Q. How do the details connect? What larger idea do they explain?

- **They explain the reasons why many birds live together in flocks.**

Q Can you express this in your own words?

-There are several advantages for birds to stay together in flocks rather than live separately.

2. Supporting Detail

Supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc. Although supporting details can take many different forms, their function remains the same:

They help clarify, prove, or suggest topic sentence (Flemming, 2011: 242) that supporting sentence develops the topic sentence.

That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotation. To locate the supporting details, find the main idea and then look for the information the author uses to explain it in more detail. Sometimes, if a main idea covers more than one paragraph, readers will find the supporting details in several paragraphs.

(Scarry, 2011: 337) also states a supporting detail is a piece of evidence used by a writer to make the controlling idea of the topic sentence convincing and interesting to the reader. A piece of evidence might be a descriptive image, an example taken from history or personal experience, a reason, a fact (such as a statistic), a quotation from an expert, or an anecdote used to illustrate a point.

Based on the definition above, it can be concluded that supporting details in a paragraph contain facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting details.

There are two kinds of supporting details according to (Flemming, 2011: 251) are major and minor.

Major Details

Major supporting details are the most important examples, facts, reasons, or description that the author gives to support the central ideas or thesis. (Alexander, 2008: 253). Frequently, these major supporting points in

an essay, article or multi- paragraph passage are in the topic sentence of paragraph.

- a) Less general than topic or introductory sentences.
- b) Provide the examples, reasons, statistics, and studies that help make the topic sentence clear and convincing.
- c) Answer readers' questions about the topic sentence.
- d) Must be included in reading notes.

Minor Details

Minor supporting details are additional points that support major supporting details. They can give: 1) more information to explain the major supporting details, 2) more examples to illustrate major supporting details, and 3) more specific to make the material more interesting. In some subject, minor supporting details offer important information essential to understanding.

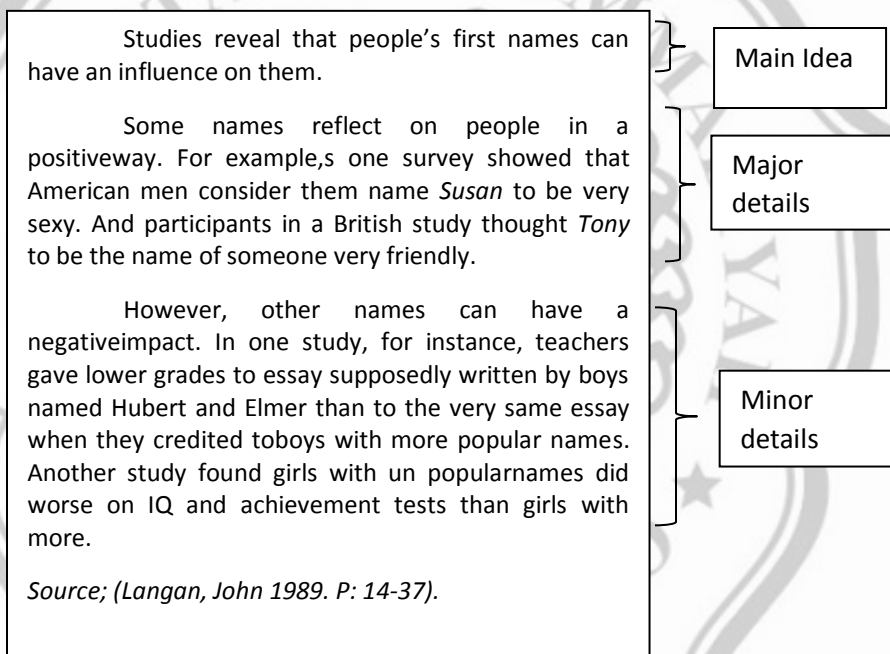
- a) The most specific sentences in the paragraph.
- b) Further explain major details.
- c) Repeat key points and add colorful details.
- d) May or may not be important enough to include in reading notes.

1) How to find supporting details

- a. To identify supporting details turns the main idea into a question (*who, what, when, where, why, or how?*).

- b. An author often uses signal words or transitional words to draw readers' attention to each new detail in a paragraph or passage. Words that signal new details in a paragraph or passage include: *first of all, additionally, also, first, second, third, finally, last, next, for example, next, and another.* (McWhorter, 2011: 155)

The examples of major and minor details in the paragraph.



3. The Question of Main Idea, Inferred Main Idea and Supporting Details

a) Kinds of question of Main Idea

The question about main idea asks the reader to determine the main idea or topic from reading a text, and commonly it is signaled by words such as:

main point; mainly discussed, main idea, best title, main purpose, mainly concerned, main topic (Djiwandono, 2002: 97).

Here some examples of questions to ask about main idea:

- What is the main idea of the passage?
- With which of the following the passage mainly concerned?
- What is the main part of the passage?
- Which of the following would be the best title?

b) Kinds of question of Inferred Main Idea

Here some examples of questions to ask about main idea according to Phillips, (2001:399):

- It is implied in the passage that...
- It can be inferred from the passage that...
- It is most likely that...
- What probably happened...?

c) Kinds of question of Supporting details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text, it is commonly signed by words such as, according to the author.....: *according to the passage.....: who, what, when, where, why, how, which.* (Djiwandono, 2002: 97).

Here some examples of questions to ask about supporting details:

- Which of the following question does the passage answer?

- According to the passage, which the statement is true?
- When did 'something' happen?
- Who did 'something'?

Example of main ideas and supporting details Test

Questions 1-5 refer to the following passage.

Roman gladiators are intriguing figures in history. We get "gladiator" from the Latin word *gladius*, which means sword. Gladiators were professional combatants who originally performed, to the death, at Etruscan funerals. The losers became armed attendants in the next world to the person whose funeral was being held.

In Rome, these exhibitions became very popular and increased in size from 3 pairs at the first known exhibition in 264 B.C. to 300 pairs in the middle of the first century B.C. These spectacles increased to as many as 100 pairs under the emperor Titus, while the emperor Trajan in 107 A.D. had 5,000 pairs of gladiators for his triumph.

There were various classes of gladiators, distinguished by their arms or modes of fighting. The Samnites fought with the national weapons—a large oblong shield, a visor, a plumed helmet, and a short sword. Thracians had a small round shield, called a buckler, and a dagger curved like a scythe. They usually fought the Mirmillones, who were armed in Gallic fashion with helmet, sword, and shield. Similarly, a Retiarius or net man, was often matched with a Secutor, or pursuer.

The netman wore nothing but a short tunic or apron and tried to entangle the fully armed pursuer with the cast net he carried in his right hand. If successful, the netman dispatched the pursuer with a large, three-pronged

weapon called a trident, which the netman carried in his left. Others fought on horseback, and some carried a short sword in each hand. There were also gladiators who fought from chariots and others who tried to slay their antagonists.

Gladiators came from a variety of social classes. Though they were usually slaves and criminals, a ruined man of high social position might hire himself out as a gladiator. Emperor Domitian had unusual gladiators, dwarfs and women, and the half-mad emperor Commodus fought in the arena, where he won his bouts with the aid of his Praetorian Guard.

To a victorious gladiator was given branches of palm and sometimes money. If they survived a number of combats, they were often freed from gladiatorial service. However, many gladiators reentered after discharge. Some became politically important bodyguards to controversial politicians.

Source: www.petesons.com

1. What is the main topic of the passage?
 - a. The life of Roman gladiators
 - b. The emperors of Rome
 - c. The weapons used in the Roman arena
 - d. The social status of gladiators
2. According to the passage, where did gladiators originally perform?
 - a. In Roman arenas
 - b. At Thracian cities
 - c. At Etruscan funerals
 - d. In Trajan's triumph
3. According to the passage, when did the first known gladiatorial exhibition take place in Rome?
 - a. In 50 B.C.

- b. In 264 B.C.
 - c. In 107 A.D.
 - d. In 157 B.C.
4. All of the following were used as weapons by gladiators EXCEPT:
- a. a buckler
 - b. a cast net
 - c. a tunic
 - d. a trident
5. From the passage, it can be inferred that
- a. gladiators could become Emperor
 - b. emperors enjoyed fighting gladiators
 - c. gladiators sometimes gained their freedom
 - d. emperors fought on horseback

Answer keys

- 1. A
- 2. C
- 3. B
- 4. C
- 5. B