

h. Linking ideas

In any passage, an idea may be expressed by a number of different words or expressions. The students should see how different words are related to the same idea.

i. Understanding complex sentences

Some writers, consciously or unconsciously, use a complicated style in which it may be difficult, for example, to distinguish main clauses from subordinate clauses. Struggling with complex syntax can make it easy to lose sight of the general sense of the text.

j. Understanding writer's style

An important part of the pleasure in reading is being able to appreciate why a writer chooses a certain word or expression and how he/she uses it.

k. Evaluating the text

A full understanding of a passage may depend on appreciating why it was written, or what purpose particular parts of the text serve. It may, for instance, be important to distinguish between a statement of fact and an expression of the writer's opinion

l. Reacting to the text

Sometimes a reader's interpretation of a passage may be colored by his own views on the subject being dealt with. Therefore, a reader should separate what the writer says from what he/she thinks.

m. Writing summaries

The ability to write an accurate summary requires accurate comprehension of a passage, the ability to distinguish between essential and secondary information, and skill in composing clear, economical text.

Perception is the ability to pronounce the word as a meaningful unit. Comprehension is the ability to make individual words evoke useful ideas as they are read in context. Reaction requires judgmental actions and feeling about what the author has said. The final step, integration is the ability to assimilate the idea or concept into one's background experience so that it is useful as a part of the total experience of the individual.

D. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Comprehension is “understanding, the ability to get the meaning of something. It is an active cognitive process that requires the construction of meaning from incoming information and prior knowledge”³¹

In relation to reading, reading comprehension is “a complex intellectual process involving a number of abilities. The two major abilities

³¹ Harmer, Jeremy. *How To Teach English. (Longman: New Edition)P.100*

readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading.

The next level is interpretation. In interpretation readers read between the lines, make connection among individual stated idea, make inferences, draw conclusions, or experience emotional reaction. To answer the questions at the interpretative level, readers must have problem-solving ability and be able to work at various levels of abstraction. Obviously, children who are slow learners will have difficulty working at this level as well as in the next two categories.

Critical reading is at higher level than the other two categories above because it involves evaluation. To be able to make judgment, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skills as the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques. Critical reading is related to critical listening because they both require critical thinking.

The highest level of comprehension is creative reading. Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternative solutions to those presented by the writer.

