CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes (1) The nature of reading, (2) The importance of reading, (3) The concept of reading (4) The concept of reading comprehension, (5) The concept of vocabulary, (6) The relationship between reading and vocabulary (7) The concept of lexical simplification

A. The Nature of Reading

Throughout history, reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read to some extend. Reading has become the realization of knowledge and education and the cue of intellect. Reading competence is very complex in our daily life. We always apply this skill everyday in order to get the information. There are some definitions about reading given by some expert. Reading is grasping the language pattern from their written representation quickly without analyzing of what symbol represents what sounds.

¹⁴ Grabe, William. Reading in a second language: moving from theory to practice. (Cambridge university press 2009) P. 4

¹⁵Lado, Robert. Language Teaching and Scientific Approach. (New Delhi: Mc Grow Hill Inc, 1964.) P. 137

Gellet cited in Anisah¹⁶ has an opinion about reading. He says that "reading is a constant process of guessing and what one brings to the next is often more importance that one fined it". It means that reading is process of guessing continuity. Before doing that the readers have something in their mind that is usually called background of knowledge. By using this background of knowledge, the reader compare with the content of the text. Nunan supports this opinion that "good readers are able to relate the text and their own background of knowledge efficiently".¹⁷

This opinion is almost the same as Clarke and Silberstain cited in Anisah. They state that "Reading is one way sharing other people's insight, sorrow, joys, or creative endeavor". That is why readers challenged to know the text in order to understand the text. If they understand the text means, the writer has shared his insight, sorrow, joys or creative to the reader because there is communication between the reader and the writer. Here the readers read what the writer has written.

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Annisah.. A Descriptive Study of Teaching Reading To The Second Year Students of SMU Negeri 1 Taman Sidoarjo. (Unpublished Thesis: Unesa University. 2003) P.12

Nunan, David.. Practical English Language Teaching. (Singapore: The Mc Grow Hill Companies. 2003) P. 33

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B. The Importance of Reading

Reading has become the realization of knowledge and education and the cue of intellect. Reading competence is very important in someone's life. By reading, he will be able to get information about the world. It was supported by Harris and Sipay's cited in Anisah, note that

"Reading ability increase in importance as the society becomes complex and industrialized. As technology advance, more occupation requires high level of education or specialized training which good reading ability is vital". 19

Reading is considered as the most important activity in all areas, not only as a source of information and pleasurable but also as a mean of extending one's knowledge of language. Brown supports this statement et al that "reading competence is important not only because it underlines success in all areas of study in the high school, but it is essential to personal enrichment and development of intelligent citizenship".²⁰ It means that without reading students are bored from learning every other academic school subjects.

So in learning, students must be focus on mastery of reading skill without ignoring the other skills, since their success in that subject depends to large extent to his ability to read and read well.

The importance of reading does not work only in the first language study.

In the study of foreign language, it was considered so as well. In addition, most

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¹⁹ Op.cit

Brown, et al. Teaching Secondary Language: Alternative Approach. (Ohio: Newburry House Publishers Inc, 1970.) P. 161

people are aware that reading has become the realization of knowledge and education. According to Thom Hudson says that

"Only by reading can the pupil acquire the speed and skill he will need for practical purpose when he leaves school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read". ²¹

Based on this fact, reading is important in students live, because when they leave school, they need this skill to face the reality that in every aspect of human live reading is considered necessary especially in the reading English. Many of information were written in English, so students should master this skill.

C. The Concept of Reading

1. The Definition of Reading

There are many definitions about reading. Hornby states that reading is the action of person who reads.²² Reading is one of four skills in English that the students should acquire. Nunan states that reading is a process of readers combining information from text and their own background to build meaning.²³ It is a very important skill that the students need for the success of their studies. Zintz and Maggart cited in Anisah state that:

"Reading is more than seeing word clearly, more than pronouncing printed word correctly, more than recognizing the meaning of isolated

²¹ Hudson, Thom. Teaching second language reading. (Oxford: University press. 2007.) P. 18

Hornby, AS. Oxford Advanced Learner's Dictionary of Current English, 4th ed... (Oxford: Oxford University Press. 1994) P. 1425

Nunan, David.. Practical English Language Teaching. (Singapore: The Mc Grow Hill Companies. 2003) P. 68

word. Reading requires you think, feel, and imagine. Effective reading is purposeful. The use one make of his reading largely determines what he reads, why he reads, and how he reads.".²⁴

As stated above, reading is not just seeing and pronouncing words in the text. Many experts have defined the definition of reading. Grabe William states that "reading is a process of receiving and interpreting information encoded in language from via the medium of print". Furthermore, Lapp and Flood cited in Annisah, state that reading is an interaction between the author and the reader. To understand the print message, the reader must perceive, interpret, hypothesize, and evaluate their reading. These processes occur in varying degrees depending on the readers' familiarity with the content of the text and with their purpose reading. ²⁶

From the explanation above the definition of reading can be summarized that an effort to get (draw, combine) meaning from text, in order word, reading involves getting or drawing meaning from text that happens to reader during reading activity.

Reading has several components they are strategy, fluency, the reader and text. ²⁷

Annisah.. A Descriptive Study of Teaching Reading To The Second Year Students of SMU Negeri 1 Taman Sidoarjo. (Unpublished Thesis: Unesa University. 2003) P. 18

²⁵ Grabe, William. Reading in a second language: moving from theory to practice. (Cambridge university press 2009) P. 4.

Annisah.. A Descriptive Study of Teaching Reading To The Second Year Students of SMU Negeri 1
Taman Sidoarjo. (Unpublished Thesis: Unesa University, 2003) P.20

Nunan, David.. Practical English Language Teaching. (Singapore: The Mc Grow Hill Companies. 2003) P. 68

Strategy is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. Fluency is defined as the ability to read at the appropriate rate with adequate comprehension. Reader is commonly defined as a person who read and evaluates. And the text is commonly defined as the factual structure of words in a piece of writing, the actual or original words used by an author.²⁸

Meaningful reading happens in the intersections of all four components, when the four components (strategy, fluency, the reader and text) intersect each other in one point. That point is defined as a reading process.

Based on the elaboration above, it can be summarized that reading process involves many components (strategy, fluency, the reader and text). Reading process is not seen as single activity, but process that consists of four elements.

2. Skills of Reading

There are some skills needed to comprehend a reading text.²⁹

a. Scanning

Scanning is a reading skill used to find out specific information from the reading material. In scanning, one only tries to locate specific information

²⁸ http://www.yourdictionary.com Assessed on April 30th 2010

²⁹ Finocchiaro, Mary. English as a Second/Foreign Language: From Theory to Practice (Englewood Cliffs, NJ: Prentice Hall Regents.1989) P. 25

and simply lets his or her eyes wander over the text until he or she finds what she or he is looking for, whether it is a name, a date, or an object.

b. Skimming

By skimming, the readers read the material quickly to get the gist, the essence, and a global comprehension of the paragraphs, for example, getting the main ideas. In skimming, they should not look up any words or stop to ask the meaning of a word.

c. Predicting

The reader's sense and experience help him to predict what the writer is likely to say next. The reader who can think along with the writer in this way will find the text relatively easy. The ability to predict depends on both the background knowledge of the reader and the content of the text.

d. Guessing the meaning

This is the skill of knowing the meaning of a word by considering its context. The reader will be able to do this by guessing the meaning from the context in which the word is used.

e. Paraphrasing

Paraphrasing is a valuable tool to determine how clear a reader's understanding is. It is the skill of restating the writer's idea on sentences in a simpler and more concise way.

f. Summarizing the writer's idea

It is a skill of telling the writer's main point of the text. The readers should tell the purpose of the writer on his or her text. From the above definitions, we can conclude that the purpose of reading is, principally, for understanding the message in the text. There are four steps during the reading act. Those steps are perception, comprehension, reaction and integration.

Furthermore Greenall and Swan cited in Rebat Kumar Dhakal present the following techniques for reading effectively which you may also find suitable for you.³⁰

a. Extracting main ideas (skimming)

Sometimes it is difficult for a student to see what the main ideas of a passage are, or to distinguish between important and unimportant information. In this case, the students should read for the general sense rather than the meaning of every word.

b. Reading for specific information (scanning)

It is not always necessary to read the whole of a text, especially if one is looking for information which is needed for a specific purpose.

c. Understanding text organization

A student may sometimes have trouble in seeing how a passage is organized.

Therefore, students should try to recognize how sentences are joined

³⁰ Rebat Kumar Dhakal Making Sense of Nonsense: Strategy to Improve Reading Comprehension (Kathmandu

⁷ January 2010) Retrieved from the world wideweb: rbtdhakal@yahoo.com (P.16). Accessed on March 30th, 2010

together to make paragraphs, how paragraphs are combined into text, and how this organization is signaled.

d. Predicting

Before reading a text, we usually subconsciously ask ourselves what we know about the subject matter. This makes it easier to see what information is new to us and what we already know, as we read the passage.

e. Checking comprehension

Under certain circumstances (such as in examinations) a student may need to study a passage very closely in order to answer a question correctly, and exact understanding of points of detail may be crucial.

f. Inferring

A writer may decide to suggest something indirectly rather than state it directly. The Reader is required to infer this information — which may be essential for correct understanding. Some students may need practice in seeing such implications.

g. Dealing with unfamiliar words

One of the commonest problems facing a student is simply not being able to understand a word or expression. But it is often possible to guess its general sense by looking for clues, either in the context or in the form of the word itself.

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

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

involve word meanings and verbal reasoning." Without word meanings and verbal reasoning, there would be no reading comprehension.³²

In other words, we can say that to get the information that is given by the writer; the reader must have the ability to comprehend the written source. In the process of the construction of meaning through the interaction with the written source, two sources are involved; the new incoming information and existing information. Moreover, Rubin claims:

"Reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without word meaning and verbal reasoning, there would be no reading comprehension; without reading comprehension, there will be no reading."³³

Moreover, comprehension cannot be separated from the reading process itself. There would be no reading without having comprehension in it. Comprehension is very essential in reading process. Someone does not really read if he or she does not understand what is being read, even if he or she can pronounce the words perfectly.

From the above definitions, it can be summed up that reading comprehension means comprehending or understanding new information and ideas presented in the printed page and utilizing them as the application of interaction between the reader and the author.

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³² Op.cit

Rubin, Dorothy. A Practical Approach to Teaching Reading. (Boston, MA: Allyn and Bacon. 1993)

2. The Level of Reading Comprehension

There are four levels of reading comprehension cited in Anisah. 34

- a. Literal comprehension, the ability to obtain a low-level type of understanding by using only information that is explicitly stated.
- b. Interpretation, a reading level that demands a higher level of thinking ability because the material involves is not directly stated in the text but only suggested or implied.
- c. Critical reading, a high-level reading skill that involves evaluation, making personal judgment on the accuracy, value, and truthfulness of what is read.
- d. Creative reading, a reading level that uses divergent thinking skill to go beyond the literal comprehension, interpretation, and critical reading level.

The lowest level of reading comprehension is literal comprehension. Literal comprehension is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers are able to answer such a question that simply demands them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the

³⁴Annisah.. A Descriptive Study of Teaching Reading To The Second Year Students of SMU Negeri 1 Taman Sidoarjo. (Unpublished Thesis: Unesa University. 2003) P.22

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.

Creative reading involves the imaginative treatment of ideas in both inductive and deductive thinking, resulting in new insight, fresh ideas, and new organization or pattern of thought.

In order to be able to acquire the four types of comprehension needed by the students to cope with the reading texts, they must be helped to develop and expand their comprehension level. By using the appropriate teaching techniques, a teacher can increase students' reading comprehension level. By doing so, the students can maximize themselves in reading for the purpose of getting information.

3. Strategies for Reading Comprehension.

According to Douglas, there are 10 strategies to fro reading comprehension. They are: 35

a. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose of in reading something. By doing reading, you know what you are looking for and can weed out potential distracting information.

b. Use graphemic rules and pattern to aid in bottom- up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³⁵ Douglas, Brown. Teaching By Principles: An Alternative Approach To Language Pedagogy, 3th.ed. (Longman 2007). P. 366

acquainted with oral language and have some difficulty learning English spelling convention.

c. Use efficient silent reading techniques for improving fluency.

This strategy will not apply at the beginning level students, because they are still struggling with the control of a limited vocabulary and grammatical pattern. But you can help them to increase reading rate and comprehension efficiency by teaching a few silent reading rules:

- 1) You don't need to "pronounce" each word to yourself
- 2) Try to visually perceive more than one word at the time, preferably phrases
- Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

d. Skim the text for main ideas

Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives reader the advantages of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas.

e. Scan the text for specific information.

Scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list of certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

f. Use semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the reader to provide some order to the chaos. Making such semantic map can be done individually, but they make a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guess when you aren't certain

Learners can use guessing to their advantages to do the following: guess the meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning (between the lines), guess about the culture references, and guess content messages.

h. Analyze vocabulary

One way to learners to make guessing pay off when they don't immediately recognize a word is to analyze it in term of what they know about it. Several techniques are useful:

- 1) Look for prefixes (co-, inter-, un-, etc) that may give clues.
- 2) Look for suffixes (-tion, -tive,- ally, etc) that may indicates what part of speech it.

- 3) Look for root that are familiar (intervening can be change by recognizing).
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the semantic contexts (topic) for clues.

i. Distinguish between literal and implied meaning

This requires the application of sophisticated top-down processing skill. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demand on reader. Implied meaning usually has to be derived from processing, pragmatic information.

i. Capitalize on discourse markers to process relationship.

Many discourse marker in English signal relationship among ideas as expressed through phrases and sentences. A clear comprehension of such marker can greatly enhance learners' reading efficient.

E. The Concept of Vocabulary

1. The Definition of Vocabulary

Vocabulary is one of the linguistic components that must be involved in learning English because the knowledge of vocabulary plays an important role in mastering the four language skills. The more words you now, the more clearly and powerfully you will think and the more ideas you will invite into your mind. According to Hornby, vocabulary is "the total number of words that make up a language." There are some kinds of vocabulary as explained by Waldron and Zeiger cited in Marlinda. ³⁷:

- Speaking vocabulary. It consists of the words used in communication and the most limited vocabularies.
- b. Writing vocabulary. More extensive than the speaking vocabulary, it consists of the words used in conversations and in writing when the writer has wide reading background.
- c. Reading vocabulary is larger than either speaking or writing vocabularies.
 It contains words which the reader can define when he sees them, even though he neither reads nor writes them.
- d. Recognition vocabulary is the largest of vocabularies. It contains, in addition to the other three, those words which one has seen or heard previously, but cannot define.

As the writer mentioned, vocabulary is one of the important aspects of the four language skills for students. Without knowing vocabulary, students will be unable to grasp the idea of reading material, construct a good sentence in writing, or work in the other skills; listening and speaking.

³⁶ Hornby, AS. Oxford Advanced Learner's Dictionary of Current English, 4th ed... (Oxford: Oxford University Press, 1994) P. 1425

Marlinda, 2003. The Comparison of the Vocabulary Achievement of the Second Year students of SLTP Negeri 7 Surabaya in Learning English Through Context Clues and Guessing Meanings. (Unpublished Thesis. Unesa University) P. 26

2. The Importance of Vocabulary

Vocabulary is an important component of language. Learners need to master vocabulary. The more vocabularies mastered by the learners the better will be their performance in all aspect in learning English. This statement supported by Deighton cited in Siti Nur Faridah.³⁸

"Vocabulary is the most component of the language power. In using the language, students who are rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skill: listening and reading. But those are poor in vocabulary will get trouble in those skill".

In learning English as a foreign language, the learner should be able to master a limited number of vocabulary, the structural patterns and the sound system of it. Therefore, anyone who learns a language successful must enlarge his or her vocabulary mastery. This tells us, that the success of the learner in learning a language depends on the size of vocabulary he or she has learned.

The vocabulary mastery is very important in extensive reading. Having a good mastery of vocabulary makes it possible for us to use the language for communication because we are aware of the ideas and attitudes that are represented by words. By developing a greater awareness of words, we become aware of the ideas and attitudes these words represent.

³⁸ Siti Nur Faridah *The Effect of Using Puzzle to Improve the Smp Students' Vocabulary Mastery*. (Surabaya: Unpublished thesis. 2008). P.15

F. The Relationship Between Reading and Vocabulary

Reading and vocabulary are deeply connected. Vocabulary is one of the language components in learning English. Tornburry says that nowadays the tendency is to present vocabulary in text, include written text like reading materials.³⁹ It means that the students can expand their vocabulary through reading a text. Good reading comprehension depends on understanding the words we are reading. The more words we recognize and understand the text, the better our comprehension will be. From those, it can be seen that reading and vocabulary are two things that are difficult to be separated.

R.R Jordan states that vocabulary learning and teaching related to both reading, with its receptive understanding of language and writing, with its productive use. His has been expressed by Nattiner (1998) in R.R Jordan⁴⁰:

"Comprehension of vocabulary relies on strategies that permit one to understand word and store them, to commit them to memory, that is, while production concerns strategies that activate one's storage by retrieving these words from memory, and by using them in appropriate situations. The priority this distinction assigns to comprehension is one of many reasons why a growing number of researchers believe that comprehension precede production in language teaching."

³⁹ Scott Thornburry, How to Teach Vocabulary, (Singapore: Longman, 2002) P. 53

⁴⁰ R.R. Jordan. English For Academic Purpose: A Guide And Resource Book For Teacher. (Cambridge: University Press. 1997.) P.149

G. The Concept of Lexical Simplification

1. The Definition of Lexical Simplification

Lexical simplification can aid in summarization by removing sections of a sentence that do not contain essential information. ⁴¹ In the language learning, simplification refers to an act of rewriting of original text or material to produce simplified reading material suitable for foreign language learning. Lexical simplification on this study as substituting unknown words with high-frequency basic vocabulary items. Some foreign language learners still object to read the original material due to their immaturity in learning and they are still inadequate to master the linguistic features. To facilitate understanding, it is worthwhile to simplify the original version which can be used to great advantages with the learner. ⁴²

Hence, the effect of lexical simplification may give a positive effect because the words which use to interfere the reading process have been replaced by the easier ones and accordingly it facilitates the learners to grasp the reading text. In addition, the simplification is the process of modification in the extensive reading procedure is to encourage and help the students with

⁴¹ Www.iteslj.com. lexical simplification and sentence selection strategies for multi-document summarization. Assessed on April 30th 2010

⁴² Parker, K., & Chaudron, C. (2004). "The Effect of Linguistic Simplification and Elaborative modification on L2 comprehension", University of Hawai'I Working Papers in ESL, 6, 107-103. Retrieved from the world wideweb: http://www.yahoo.com/urano@hawaii.edu.html.. Accessed on March 30th, 2010

their reading; furthermore, it can stimulate and motivate the students to read, so reading can be interesting and enjoyable.⁴³

However, the learners who are accustomed to having simplified materials will come across difficulties when they are faced with the original texts. Therefore, lexical simplification should be regarded as a temporarily learning facilitation. The current study aims at obtaining more data on extent of lexical simplification on the text readability measured by reading comprehension.

2. Type of Modification

Lexical simplification involves modifying activities that are grammatically focused and meaningfully contextual. Moreover, input needs to be comprehended by second language learners for subsequent acquisition processes to take place. This modification makes the students read a lot and be able to use their understanding of the content to sharpen their comprehension.44

It is important for theoretical and empirical interest to inquire how input is made comprehensible to learners with limited second language learners' proficiency. When discusses the role of input modification, it is useful to bear two questions in this study⁴⁵: (a) what is modified? (Target of modification); and (b) How is it modified? (Type of modification)

⁴³ Op.cit. ⁴⁴ Op.cit.

a. What is modified

In the phonological domain, studies suggest that the teachers speak slowly, speak with clearer articulation, and insert more pauses when they spoke to second language learners. In term of modification of syntax, several studies found that native teachers speak to second language learner in significant shorter utterances then they use with native learners, and the teachers will modify utterances according to the different proficiency levels of the target learners addresses.

At the lexis level, reports that teachers used high-frequency basic vocabulary more often with the target language learners then native learners. The last one, modification at the discourse level is also referred to linguistic modification. The second language teachers will use word repetition for difficult word frequently to improve the second language learners' comprehension on new words.

b. How is it modified? (Type of modification)

In modifying the difficult words the writer will analyze based on the context of the paragraph. So context is a part of a sentence, paragraph or writing which come before or after a given passage or word.

In the process of simplification the writer suggests that difficulty words will be simplified or substituted into words in the form of a synonym, definition, example, restatement or elaboration. There are a variety of simplifications that can be used to infer the meaning of difficult words. The following examples display different types of simplification that the writer frequently uses.

1) Synonym Clues

The writer defines the substitution of unknown words with high-frequency synonyms, and as adding synonyms of words in apposition to them. By removing unfamiliar linguistic item, in order to enhance comprehension.

Example: Becky could not eat that cake because it was too vight for her. Becky could not eat that cake because it was too sweet for her. Vight = Sweet

2) Definition Clues

The meaning of the difficult word right in the sentence or give explanation for the meaning to be clear.

Example: When a rock has been changed by heat or pressure, it is called metamorphic

3) Example Clues

It helps the reader get the meaning of a word by providing examples that illustrate the use of the word. An example is something representative of a whole group. There are some words will help the students guess the unknown words or phrases. They are: with, for example, like, e.g., for instance, shows, as, especially, including, such as, as the following example.

Example: John decided to by a new vehicle.

Vehicle for example Scooter, Motorcycle, Car.

4) Restatement or Elaboration Clues

The reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that unfamiliar term does. In other words, a synonym is a word that has the same or nearly the same meaning as another word. Authors use commas, dashes, parentheses, or, that is to say, to put in another way. Take advantage of synonyms to help the students understand new words.

Example:

Betty can not draw because her pencil is not *moast*. Betty can not draw because her pencil is not *moast*, or *sharp*. *Moast or sharp*.