

thinking skills, since some kind of reconstruction take place in the reader's mind: he attempt to build up the meaning the writer had in mind when he wrote the text.¹⁵

According to Harris, reading is the meaningful interpretation of printed or written verbal symbols that involves sensing, perceiving, achieving meaning, learning and reacting in several ways.¹⁶

In this case, reading is the process of the reader's background knowledge interacts with the text. The interaction always include material of read, knowledge the process by the reader, and psychological an intellectual activities. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year.¹⁷

According to Abbot, there are some categories of the types of reading. First is skimming; the eyes run quickly over the text to discover what it is about, the main idea(s), and the gist. Second is scanning, here the reader is on the look-out for a particular item or items he believes is in the text. And the third is intensive reading or study reading: this involves close study of the

¹⁵ Gerry Abbot, Gerry, et al. 1981. *The Teaching of English as an International Language: A Practical Guide*; William Collins Sons and Co. Ltd. P:82

¹⁶ Albert Harris. 1962. *Effective Teaching and Reading*. New York: David Mackay Company, Inc. p: 09

¹⁷ Albert Harris,J. and Edward R. sipay. 1980. *How to Increase Reading Ability*. Seventhly edition. New York. Longman.P:13.

text. As the amount of comprehension should be high, the speed of reading is correspondingly slower.¹⁸ It means that the slower someone reads, the more likely the text will be comprehended. Meanwhile, Kustaryo states that there are also three technique of reading they are: 1) skimming is a technique used to look for the 'gist' of what the author is saying without a lot of detail. This is used if a reader only wants to a preview or an overview of the material.¹⁹ It means that in preview skimming someone reads the introductory information, the headings, and subheading, and the summary. Moreover, overview is important to encourage students to find that more reading will improve their understanding of their fields. 2) Scanning is a searching that requires a reader to float over the material until he finds what he needs. Then, he stops and reads as much as necessary in order to answer his question.²⁰ (Ophelia Hancock in Kustaryo). So as to scan effectively, a reader should have a clear idea of what he is looking for, where he is likely to find it, and h0w he can recognize the information when he sees it. And 3) reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and

¹⁸ Gerry Abbot, et al.1981. *The Teaching of English as an International Language: A Practical Guide*; William Collins Sons and Co. Ltd. P:92.

¹⁹ Sukirah Kustaryo. 1988. *Reading Techniques for College Students*. Jakarta: Depdiknas. P:5-12.

²⁰ *Ibid.* p:9

3 Teaching of reading

Reading is the single most important subject taught in school. Teaching reading enters into much of what an English teacher does. In this part, the researcher will concern with principles in teaching reading.

1. Principle 1: Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things-and if students do not do these things-then we only just scratch the surface of the text and we quickly forget it.

2. *Principle 2: Students need to be engaged with what they are reading.*

As with everything else in lesson, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from is in front of them.

3. *Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.*

Of course, it is important to study reading text for the way they use language, the number paragraphs they contain and how many time they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to the message in some way. It is especially important that they should be allowed to

bounder mined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6. *Principle 6; good teachers exploit reading texts to the full.*

Any reading text is full of sentences words ideas, descriptions etc. it doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for study and later activation²⁴.

B. Teaching Reading Comprehension

As Abbot said that in teaching reading, the teacher should bear in mind if s/he teacher the students or tests them.²⁵ That is, if the material or activity a means of helping the students to improve their reading ability.

According to George and Evelyn Space in Ekwall, The factors influencing comprehension may be arranged in three broad categories: (1) those inherent in the material being read, (2) the characteristics of the reader, and (3) the influences dependent upon the manner of reading. Within this categories Space and Space also include these prominent factors: vocabulary

²⁴ Jeremy Harmer. 1998. *How to teach English: An Introduction to The Practice of English Language Teaching*. England edition Longman. P: 70.

²⁵ Gerry Abbot et al. 1981. *The Teaching of English as an International Language: A Practice Guide*. London: William Collins Sons and Co. Ltd. P:83

knowledge; the structure and style of the material being read; the ability to use reasoning processes; the beliefs, attitude, and prejudices of the reader; the purposes of the reader; and the rate of reading.²⁶

Most commonly use measure of reading achievement attempt to measure only two broad categories of comprehension-vocabulary and reading comprehension. Abbot said that efficient reading depends first of all on having a purpose for reading knowing why you are reading text.²⁷

C. The Characteristics of Reading Comprehension

Specific comprehension skills cannot be completely isolated because they are so interrelated that one skill depends to some degree on another skill.

Kustaryo says that in broader sense comprehension could be divided into three levels of skills.²⁸

- a. **Literal reading; refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information**

²⁶ Eldon Ekwall, and James L. Shanker. 1988. *Diagnosis and Remediation of the Disable Reader*. Boston: Allyn and Bacon. P:76.

²⁷ Gerry Abbott, et. al. 1981. *The Teaching of English as an International Language: A Practice Guide*. London: William Collins Sons and Co. Ltd. P:83

²⁸ Sukirah Kustaryo. 1988. *Reading Techniques for College Students*. Jakarta: Depdiknas. P:12

desired. The literal level of comprehension is primary to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation.

- b. Inferential to get the inference, or implied meanings, from the treading material one must read between lines. ,inferences are ideas a reader receives when he goes beneath the surface to sense relationship, puts facts and ideas together to draw conclusions and make generalizations, and detects the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.
- c. Critical reading; it requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement. It means questioning, comparing, and evaluating.

One the most important comprehension skill is finding the main ideas. This could be a literal skill if the idea is directly stated or an inferential skill if it is not directly stated. Ausubel in kustaryo says that new ideas and information are learned and retained most effectively when inclusive and

learning of vocabulary. Learning new words, words which are introduced for the first time to the students is greatly influenced by their prior knowledge about words. For example, word “prediction”, students can easily produce it with their prior understanding of the word “predict”. It makes them think of the suffix *-ion* that forms the noun ‘prediction’. On the contrary, words like ‘behavior’ and ‘signature’ are not easy to recognize because their forms are intricate. The students sometimes do not know that there is a connection between the word ‘behavior’ and the word ‘behave’, between the word ‘signature’ and the word ‘sign’. It is because of their complexity forms. Hence, the role of memory should be noted by the teacher when selecting materials and deciding methods for teaching language. Third, the language system, this factor involves vocabulary and structure, vocabulary and sound system, and vocabulary and spelling. (1) Vocabulary and structure; vocabulary and structures are firmly joined; they cannot be separated from each other. (2) Vocabulary and sound system; one aspect of learning a second language is mastering the sound system. The students should make efforts to know how an English word is pronounced. In English a different stress on a word makes a different meaning. For instance, a) he is coming, and b) he is coming? The first sentence tells us that someone is coming, while the second one asks us whether he is coming or not. Understanding the sound system of the target language is one of the aspects of learning language which should not be ignored. (3) Vocabulary and spelling; English spelling is difficult for

“Functional reading includes all reading in which primary aim is to obtain information” (ibid).opposite the developmental reading, which focused on learning to read, the main goal of functional reading, is reading to learn. It focuses on reading as a devise to learn something; the reader reads the text carefully and concentrates in other to gain the important information from the text. This is kind of reading for instance reading dictionaries, reading encyclopedia, reading indexes, etc.

3. Recreational reading

“Recreational reading consists of reading activities that have enjoyment, entertainment, and appreciation as major purposes”. It is kind of reading for pleasure or interest. It can attract the reader to follow the content of the text until the end of the text.

Besides that, Abbot et al divides reading into three types. They are, skimming, scanning, and intensive reading.

1. Skimming

Skimming is reading to find out the main idea of the text. For example, we read to get the title of the text, to get the main idea of each paragraph, etc.

2. Scanning

Scanning is reading to look out for particular items in the text such as name, date, place, etc

material. Therefore, the teacher should provide the proper frame of reference before the students confront the text, because it influence their success. Technique that can be used to mobilize the existing the knowledge are various, for example; the use of picture, movies, field trips, and text survey.

There are five activities that can be done by teacher in guiding the students before reading.

Firstly, the teacher provides a reason for reading the reader need the framework of reason for reading, so that they can decide how detail their understanding must be. Therefore, it is often helpful to give the students an imaginary purpose for reading, to enable them judge what they can skim over, what they must attend to in detail according to its relevance of their purpose.

Secondly, the teacher introduces the text. It is done to point students to right direction, to get them to the right mood for the particular text and if possible make them feel interest in reading it.

Thirdly, the teacher breaks up the text. A long text, even if it is not difficult, may appear daunting to the students whose reading is not very skilled or speedy. Breaking up the text has some advantages. It is easier to walk through and organized way on short section than on a complete of a long text at time. Handling text in section can also lead to more effective learning because the students deal with

sections in the text one by one. In this way, interpretation becomes steadily easier as it builds understanding of earlier section.

Next, the teacher deal with new words. Not all new word needs to be taught. Nuttal suggested teaching a few important key words that provide genuine reading task before beginning to read. This will help the students to use the context as a guide to interpreting some of a new language. However, according, to Nuttal, it will more effective if the new vocabulary is taught during the reading process.³⁷

In teaching vocabulary, Nation processes two different strategies that allow the learners to deal with the new vocabulary. The first strategy for learning words in a list and the second is strategy for interpreting words using context clues.

In learning words in a list, Nation offers some useful tips in learning new vocabulary. One of them is to make the learning more efficient if the foreign words are associated with a word in mother tongue rather than in the foreign synonym definition.³⁸

Dictionary can also be used in teaching new vocabulary. However, using dictionary too often is not recommended by Nuttal. She stated that habit of consulting the dictionary will slow down the

³⁷Christie Nuttal. 1982. *Teaching Reading Skill in Foreign Language*. London: Heineman Educational Books.

³⁸ Paul Natio. 1980. *Strategies for Receptive Vocabulary Learning, Guidelines for Vocabulary Teaching*. Volume 3: 18-23.

- e. Scan the text for specific information
- f. Use semantic mapping or clustering
- g. Guess when you are not certain
- h. Analyze vocabulary
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship.

The strategies above could be used separately or jointly depends on what kind of text you read and what your goal is. To overcome the problem in reading discussion text, three strategies have applied as the way to solve it. Those strategies are using efficient silent reading technique, skimming the text for main ideas, and distinguishing between literal and implied meanings.

- ### a. Use Efficient Silent Reading

In reading silently the students are told to read the passage and try to remember what was read. The score sheet or record booklet contains an exact production of each paragraph, phrase by phrase or idea by idea (Duell and Cutterson, 1980 in Ekwall.⁴⁴ As the students read silently, the teacher give individual help in word recognition skills or in discerning

⁴⁴ Duell and Cutterson, 1980 in Ekwall, 1988. *Diagnosis and Remediation of the Disabled Reader*. Boston: Allyn and Bacon. P:203

important facts. This also gives the teacher a good opportunity to get to know his students.

Asking the learner to read aloud is a little value in helping them to develop into efficient readers. Normally, reading is silent and individual activity, since the writer's expectation was that the text would be read, not heard. Abbot stated that reading is primarily silent activity.⁴⁵

b. Skim the text

Skimming is a technique used to look for the 'gist' of what the author is saying without a lot of detail. Abbot stated that skimming is the eye run quickly over the text to discover what it is about, the main idea(s), and the gist. This is used if one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts.⁴⁶

Ekawall says that in preview skimming one reads the introductory information, the headings, and the subheading, and the summery, if one is provided. Skimming to get an overview is an important skill for college students. They will find that more reading will be assigned and suggested to them to improve their understanding of their fields. By skimming to

⁴⁵ Gerry Abbott, et. al. 1981. *The Teaching of English as an International Language: A Practice Guide*. London: William Collins Sons and Co. Ltd. P:81

⁴⁶ Ibid p:92

any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

2) Implied Meaning

To get inferences or implied meanings from the reading material one must read between lines. Inferences are ideas a reader receives when he goes beneath the surface to the sense relationship, puts facts and ideas together to draw conclusion and make generalizations, and detect the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the author and more on the personal insight.

One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated or an implied meaning if it is not directly stated.

G. The Teacher's Role in Teaching Reading

To get students to read enthusiastically in class, Harmer elaborated more about some roles of teacher when they are asking students to read intensively.

They are:

1. Organizer

The teacher needs to tell students exactly what their reading purpose is, and give them clear instruction on how to achieve it, and how long they have to do it.

2. Observer

While students are reading, the teacher can observe their progress since this will give him or her valuable information on how well his or her students are doing on reading individually and or collectively, and it will tell the teacher whether it is needed to give the students some extra time or, instead, move to organize feedback more quickly than the teacher had anticipated.

3. Feedback Organizer

When the students have completed the task, the teacher can lead a feedback session to check how far the students have completed the task whether they do it successfully or not.

4. Prompter

When the students have read a text the teacher can prompt them to notice language features in the text. In this case, the teacher may also be controllers. Then the teacher directs the students to certain features of

text construction, clarify ambiguities, and makes them aware on issues of text structure which they had not come across previously.⁴⁸

Thirdly, Rinu Pamungkas with the title “The Implementation of Group Competition Strategy Applied three-phase technique in teaching Reading Comprehension at SMPN 10 Malang. This study is a descriptive qualitative study. The subjects of this study were thirty-nine students of the first grade SMPN 10 Malang. He found that of this study were as follows: first, group competition strategy applied in three phase technique could be implemented well reading class. Although it is still a new to be implemented in reading class, students could do all activities group competition strategy well. Second, students could interact well during the implementation of group competition strategy, the prior discussion, small group discussion, and panel discussion. Third, all students were actively involved the implementation of group competition strategy. Every meeting, most students could answer correctly the constructed questions and got scores. Students tended to be active in the class because of the competition atmosphere. Each of them had the opportunity to be involved that activity. Fourth, most students liked the implementation of group competition strategy. Students said that the process of constructing questions the implementation of group competition strategy were neither easy nor difficult. The facilities which were provided by researcher were good. Addition, reading material given was neither easy nor difficult. Most of the students said that group competition strategy helped them to comprehend texts. Furthermore, most of them stated that group competition strategy helped them learning reading and English. Finally, most of them said that it was

