

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 The Nature Reading

Definitions of reading appear in various perspectives. Day and Bamford (1998:12) state that reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. Hence, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information of the text.

Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on students' vocabulary knowledge, on their spelling or on their writing. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means reading process is not only about read a written text but also need combining

the reader experiences to catch the idea of what the writer used and the goal of reading itself is absolutely comprehension.

Based on the definition above, it can be concluded that reading is the learning process to identify the word and to understand the word on the text. Reading is process interactive and communication between the reader and the writer in the text.

2.1.1 The Understanding of Reading Comprehension

According to Hasibuan (2007:114), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Besides that Nunan(2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. According to Nuttal(1982:2), reading is understood interpret meaning sense.

According to Moreilon(2007:69), reading is making meaning from print and from visual information. In addition Caroline T. Linse (2005:69), reading is set of skills that involve making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Moreover, Grellet Francoise(1986:4) said,there are main ways in reading as follows:

1. Skimming.

Skimming is reading quickly over a text to get the gist of idea.

2. Scanning.

Scanning is reading quickly through a text to find a particular piece of information

3. Extensive Reading.

Extensive reading is reading with longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading.

Intensive reading is reading shorter texts to extract specific information.

This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to determine what the text is. It means, the readers try to recognize the words they meet in print and find the meaning of the written text. Hence, the reading is brings a maximum of understanding to the author's message.

2.1.2 The Factors Influence of Comprehension

Peter Westwood (2008:33) said, comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. They are as follows:

1. Limited of vocabulary knowledge.
2. Lack of fluency.
3. Lack of familiarity with the subject matter.
4. Difficulty level of the text (readability)

5. Inadequate use of effective reading strategies.
6. Weak verbal reasoning.
7. Problems with processing information.
8. Problems in recalling information after reading.

1.2 Reading Comprehension

In this subchapter, the researcher presents some theories related to reading comprehension. There are four main points to be discussed in this subchapter. They are the definition of reading comprehension, the process of reading comprehension, factors affecting reading comprehension, and the strategies in reading comprehension.

1.2.1 The Definition of Reading Comprehension.

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various

strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

1.2.2 The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

1. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

2. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

3. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says (Nuttal cited in Brown, 2001: 299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read

1.2.3 Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Below four factors affecting reading comprehension are presented.

1. Background knowledge of the text

Students' background knowledge of the text is one of the factors affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Here, the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning (Alderson, 2000: 32, Brown, 2001:299).

2. Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers (Alderson, 2000: 32).

3. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want to find out.

A reader can have problems in understanding a text if he reads with no particular purpose in mind (Alderson, 2000: 32, Brown, 2001:306).

4. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily (Klinger, Vaughn, and Boardman 2007:47).

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader's background knowledge of the text, the reader's motivation and interest in reading, the reader's purpose of reading, and the reader's vocabulary mastery. All of those factors relate to each other in influencing the reader's reading comprehension ability

1.2.4 Reading Comprehension Strategies

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit the demands of the learning situation. The strategies used by the students must be different from one another. There are some strategies in reading comprehension.

1. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information (Brown, 2001: 306).

2. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers (Brown, 2001: 306).

3. Skimming and scanning the text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details (Brown, 2001: 306).

4. Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings (Brown, 2001: 306).

5. Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

6. Making predictions and inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inferencing, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The reader starts reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

1.3 Critical Reading

Critical reading refers to an awareness of the fact that all texts are crafted objects, written by persons with particular dispositions or orientations to the information, regardless of how factual or neutral the products may attempt to be (Freebody and Luke, 1990). Lessons that include critical literacy perspectives help learners examine biases and purposes of texts; assess the broader societal messages

about values, attitudes, and power relationships that are being conveyed through the text. Thus, these lessons will contribute to learners' more comprehensive understanding of texts and the larger society (Brown, 1999; Hood, Solomon, & Burns, 1996; Lohrey, 1998) (cited in Duzer and Florez, 1999). Certainly, teachers most often choose reading skills texts that present functional survival or general interest material of a safe nature and the main reading tasks are analyzing linguistic structure or new vocabulary items. During interaction with such texts readers take up a rather submissive position. Critical reading approach is trying to change this situation by offering students clues how to become more assertive and more confident readers (Wallace, 1992). It is the responsibility of teachers to foreground power, inequities, politics, cultural systems, and counter silence that is caused by taken-for-granted assumptions of class, gender, age, race, family, religion, and culture (Pietrandrea, 2008).

At the center of a critical literacy curriculum is the focus on students learning how to ask critical questions, how to support one another, how to work toward positive social change, and how to take individual action upon the world (Singer & Shagoury, 2005).

The aim of all literacy programs should be the development of a critical literacy where learners focus not just on the mechanics or content of written texts, but on the construction and the way that readers are positioned within the texts (Hammond et al., 1992). Reading does not just involve decoding the meanings in the text. Readers are often also deciding whether they agree with the content of the text and with the

particular ideological positions or beliefs that the writer presents (Hood, Solomon and Burns, 1996).

Cots (2006) aimed at demonstrating in a very practical way how CDA can be implemented in foreign language teaching and wanted to show that the choices teachers or materials developers make in selecting or adapting texts to represent language use can be critically analyzed, and that this analysis can be made in the classroom together with the pupils. By doing this, he adds, the EFL teacher's task can go beyond linguistic training and become a really educational undertaking, with the aim of helping the pupils develop their internal values and capacity to criticize the world. Bean and Moni (2003) supported reading young adult novels to encourage debate and discussions of societal conflicts. Students may be assigned supplementary fiction because it focuses on an important societal issue such as racial discrimination, slavery and marginalization (Gruber & Boreen, 2003; Johnson & Ciancio, 2003) (cited in Behrman, 2006).

Biabcarosa and Snow (2006) claimed that high school students lack experience reading and interpreting complex texts: high schools typically teach students to read receptively. Many freshman college students have not been taught to read actively or critically and to construct knowledge as they read (Downs, 2000; El-Hindi, 1997; Valeri- Gold and Deming, 2000) (cited in Bosley, 2008). The authors support instruction that encourages students to take a critical perspective when reading text, recognizing that texts are necessarily written from specific perspectives that reflect only one version of the world (cited in Stribling, 2008).

Teachers must invite and make space for discussions that are of concern to the students in their classroom and the larger society (Michell, 2006). Students are no longer depositories for teacher-given knowledge; instead, teachers and students become problem-posers. Educators have a responsibility to help their students develop a language of critique which enables them to enter into conversations that focus on the transformative process of reality (Gilbert, 1997). EFL students are capable of thinking critically and would benefit from curricula designed to encourage them to take a critical stance toward reading and writing (Falkenstein, 2003).

According to Axelrod, Cooper, and Warriner (1999), Peirce (2006) and Linkon (2008) the basic critical reading strategies include annotating which means circling key words and writing comments or questions about the material in the margins and contextualizing requires putting a text within its original historical or cultural context. Tovani (2000) goes on to discuss that critical reader need to analyze and then interrogate a text.

However, before analyzing, it is necessary to understand the text. For this reason, the reader should develop a personal reading strategy for better comprehension and remembering the information. Based on all these facts, the following critical reading strategies are suggested by Tovani (2000) to help the reading process: Set a purpose for reading (Before reading a text), preview the text before reading, pay attention to print features and text structures, mark the text while you read, make connections between the text and reader personal experience and knowledge, monitor

your comprehension of the text, summarize the key points when you're finished reading.

According to Axelrod & Cooper (2002) Annotate, Preview, Contextualize, Outline, Analyze Opposition, Summarize, Paraphrase, Synthesize, Question, and Reflect are the most important applicable strategies for reading critically. Along the same view, Hall (2004) adds, "being an effective reader means being able to evaluate your own practices, working to develop your critical reading skills". Thus, critical reading strategies are best taught by using "real" assignments. Programs to improve these skills should involve changes in the structure, not necessarily the content, of assignments (Barton-Arwood *et al.*, 2005). They can be taught in one-to-one sessions with consultants, in classroom settings by teachers, or at home by parents, siblings, or friends. (Harvey & Chickie-Wolfe, 2007:172). In the literature, the most common type of critical reading strategies requires posing and answering questions about the text.

According to (Axelrod *et al.*, 1999; Peirce, 2006; Linkon, 2008) the basic critical reading strategies include annotating means circling key words and writing comments or questions about the material in the margins; Contextualizing requires putting a text within its original historical or cultural context.

These seven critical reading strategies can be learned readily and then applied not only to reading selections in a Literature class, but also to other college reading. Mastering these strategies will help students handle difficult material with confidence.

1.3.1 Annotating

Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.

1. Most readers annotate in layers, adding further annotations on second and third readings.
2. Annotations can be light or heavy, depending on the reader's purpose and the difficulty of the material.

1.3.2 Previewing

Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

1.3.3 Contextualizing

Place a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience.

1. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular

time and place. But the texts you read were all written in the past, sometimes in a radically different time and place.

2. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

1.3.4 Questioning

Questioning to understand and remember: Asking questions about the content. As students, you are accustomed to teachers asking you questions about your reading.

1. Questions are designed to help you understand a reading and respond to it more fully, and often this technique works.
2. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time.
3. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.
4. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

1.3.5 Reflecting

Reflect on challenges to your beliefs and values: Examining your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues.

1. As you read a text for the first time, mark an X in the margin at each point where you felt a personal challenge to your attitudes, beliefs, or status.
2. Make a brief note in the margin about what you feel or about what in the text created the challenge.
3. Now look again at the places you marked in the text where you felt personally challenged.

What patterns do you see?

1.3.6 Outlining and summarizing

Identifying the main ideas and restating them in your own words.

1. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection.
2. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief.
3. Outlining may be part of the annotating process, or it may be done separately (as it is in this class).
4. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples.
5. The main ideas form the backbone, the strand that hold the various parts and pieces of the text together.
6. Outlining the main ideas helps you to discover this structure.
7. When you make an outline, don't use the text's exact words.

1.3.7 Summarizing

Begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in your own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.

1.3.8 Evaluating an argument

It means testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true.

1. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated.
2. An argument has two essential parts: a claim and support.
3. The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view - that the writer wants you to accept.
4. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion.
5. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing).
6. At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

1.3.9 Comparing and contrasting related readings

Comparing and contrasting related readings: Exploring likenesses and differences between texts to understand them better.

Many of the authors on the subject of thinking critically approach the topic in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did

2.5 Relevant Study

1. Norbiyah Abd Kadir, Roose N Subki, Farah Haneem Ahmad Jamal and Juhaida Ismail, University Technology MARA (UiTM) Pahang, Malaysia, The west East Institute International Academic Conference Proceedings 2014 examines “The importance of teaching critical reading skills in a Malaysian reading classroom”.

In this conceptual paper, they have discussed the theoretical framework of teaching critical reading skills to students. Reading skills, reading strategies, and metacognitive skills and strategies are not to be taught in isolation. With these skills and strategies, students will better understand whatever text given to them.

2. Nasser Rashidi, Roghayeh Asgharzadeh, Shiraz University, “The Effect of Teaching Critical reading through Critical Discourse Analysis on High School EFL Learner’s Reading Comprehension”. This research investigates the effect of critical reading approach based on CDA on increasing high school students reading comprehension ability. The empirical data showed that it had a positive

effect on learners reading comprehension, in comparison with the traditional approach.

3. Mohammad Ali Nasrollahi, Pramela Krish N. Krishnasamy & Noorizah Mohd Noor School of Language and Linguistics, Faculty of Social Sciences and Humanities, National University of Malaysia, Malaysia. *International Education Studies*; Vol 8, No. 1; 2015 examines Process of Implementing Critical Reading Strategies in an Iranian EFL Classroom, an Action Research. One implication from the current research findings is that teaching critical reading strategies to struggling readers may be a key toward helping them improve critical reading, critical thinking and higher order think ability.

Based on the relevant studies, there are a significant difference between writer's research and the past studies. The past studies focused on identifying and developing critical reader while the writer focus on the classroom activities in critical reading. Researcher intends to observe critical reading activities in the classroom to determine that the students are critical reader or not.