

## **II. FRAME OF THEORIES**

### **2. 1 Concept of Reading Comprehension**

Reading is useful for the students who want to understand and learn English more. Reading also provided opportunities to study language such as: vocabulary, grammar, punctuation and the way we constructed sentences, paragraphs and the texts.

Reading is an incredibly active work. To do it successfully, one has to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if one agreed with them. If one does not do these things and if students do not do these things, then one only scratch the surface of the text and they would be quickly forget it.

Reading is not a passive skill, students need to be engaged while they are reading, students need to be engaged with the content of a text, not just its language. Prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full.

Clark and Silberstain (1987: 21) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is

instantaneous association recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. It means that when a reader interacted with his prior knowledge combine with visual (written) information results in his comprehending message.

According to Grabe (1997) reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and the ability to comprehend the texts.

Nuttal in Edhita (1988: 14) defines that reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, Dubin, Fraida, and Eskey (1985: 27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message.

The first point to be made about reading process is reading comprehension and the meaning is the basic element for comprehension (Simanjuntak, 1984: 4). When someone read, the main goal he/she is to comprehend the text. She also adds that comprehending a text is an interactive process between the readers' background knowledge and the text itself. It is supported by Dallman (1982: 23) who says that reading is more than knowing what each letter of alphabet stands for; reading

involves more than words recognition; that comprehension is essential of reading; that without comprehension no reading takes place.

Finnochiaro and Sako (1964) say that:

“reading comprehension is the ability which depends on the accuracy and speed of graphemic perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition allusion”.

It means that there are some aspects in reading comprehension that should be cared by the readers. And also, the readers' background of knowledge is absolutely needed. Moreover, Simanjuntak (1988: 4) says that comprehension is always directed and controlled by needs and the purposes of individual. Therefore, the information of the subject of his/ her inquiry on that individuals having acquired the knowledge of that subject.

Reading comprehension is most likely to occur when the students or readers are reading what they want to read, or at least what they see some good reasons to read. It means that reading and motivation can not be separated for the activity of reading.

From the definitions above, it can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

## **2. 2 Task**

Nunan (1993: 10) states that task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should have a sense of completeness, being able to stand alone as communicative act in its own right, should include some kind of input data which can be in the form of linguistics (e.g a reading texts), non linguistics (e.g a set of picture or photograph) and also include work or activities that should be performed by the participants.

It can be said that there is a close relation between meaning and form. In some cases, usually we use different grammatical forms to signal differences of meaning. But actually good oral grammar exercise can be both meaningful and communicative. The discussion is seen from the real context. In short, task should be learned in such a meaningful and communicative way.

Breen (1987: 23) stated that any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure and a range of outcomes for those who undertake the range of works which have the overall purpose of facilitating language learning- from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making.

According to Richards and Rodgers (1986: 289 ) task is an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be not involve the production of language. A task usually requires the teacher to specify what will be regarded as successfully completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

From definitions above, the researcher concluded that the task is an activity or action of how the teacher explored the student's motivation to understand a reading text in order to accomplish something. A task usually required the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative and effective.

### **2. 2. 1 Dependent Task**

Dependent task is a kind of strategy that can be used in teaching reading comprehension. In this case, the teacher's role in the class is dominant. The teacher gave the task that has been made by the teacher. When the teacher gave dependent task to the students, the students will find it more difficult to see the parts in a complex whole. But the students can share their idea and solve the problem when reading the task because they can work together with other students in the class. The

students also will perceive the whole and the larger view, the general configuration of a problem or idea from other students.

According to Nation (1991: 23) dependent task is a task that belongs to a certain work entity (project or process) and relates to other tasks of the same work entity in a way that ensures their interconnection and common direction. Such a task can be a sub-task of a larger activity. It causes an effect to other tasks and sub-tasks.

Pica (1993: 18) suggested that there are four conditions that should be met in dependent task. Firstly, each participant holds a different portion of information which must be exchanged and manipulated in order to reach the task outcome. Secondly, both participants are required to request and supply this information to each other. Thirdly, participants have the same or convergent goals. Finally, only one acceptable outcome is possible from their attempts to meet this goal.

Dependent tasks are planned and managed within a single project or process. They consume common resources to transform available inputs into desired outputs. For example, in a project dependent tasks consume money, time, labor and other project resources to transform materials and information into measurable and observable outcomes or project deliverables. Methods and tools used to plan and manage this project are also applied to planning and managing dependent tasks and activities.

Dependency is the key condition that makes a task dependent on other tasks. Task dependency is the relationships between tasks and their sub-tasks within a project or

process to define the rules of change for the working environment and establish logical links between start and finish of tasks.

## **2. 2 Independent Task**

According to Nation (1990: 20) Independent task is a kind of task that the teacher gives to the students where most activities in the class are dominated by the students. The activities in the class will be interesting, communicative, and meaningful because it is not time consuming and the students really comprehend the task. At least they can answer the task easily. Further the students can perform activities with a high chance of success.

Independent task can be used in teaching reading comprehension. In this case, the teacher asks the students to read the text for several times then the teacher notices the students' activities with their group when reading the text together and clarifies the instruction, ask questions or some kinds like discussion by using note taking or information transfer strategy. It means that a good independent task provides a reasonable challenge, because it needs the effort from the students to solve the difficulty made in side or outside the classroom. Based on these, we can say that most of the activities are dominated by the students but under the teacher control on his program. The student are asked to create their mind in solving all the problems in comprehending the reading text with all the way such as sharing with the classmates, working in pair/ group, looking up dictionary, etc.

Nation (1990: 19) stated that independent task requires the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have developed some proficiency in the language and when they have command of helpful strategies. These strategies can develop from experience, shared or guided tasks.

Talking about a good independent task, Nation (1990) in his book about language teaching technique also states that it has the following features:

1. It provides a reasonable challenge i. e it has some difficulty but the learners can see that with effort they can do it. The difficulties perhaps come when the learners try to gather the ideas of a new concept and when the teacher tries to bring the language within the learner's proficiency.
2. It is the task that the learners are likely to face out side the classroom without any planned help.

Referring to the statements above, the teacher did not let the students read the texts by themselves and did not let them do the tasks without any guidance in independent task. What the teacher did is to clarify the instruction so that the students understand on how to do the task well. When getting the difficulties, the students are supposed to solve the problem by themselves, for example sharing ideas with their classmate, looking up dictionaries, etc. The teacher might help them when necessary. The teacher function as a facilitator as well as supervisor but the students are mainly left to work independently.



## **2. 5 The Procedure of the Implementation of Independent Task**

From the task description above, the researcher modifies the procedure of the implementation of Independent task as follows:

### **1. Pre-Activities**

- a. Students responded to the greeting.
- b. Students joined to the group
- c. Students responded and answered the questions related to the topic which is going to be learnt with their own sentences.
- d. Students paid attention to the teacher's explanation about reading the texts independently.

### **2. While-Activities**

- a. Students accepted the text and read the text.
- b. Students discussed about the text with their group.
- c. Students tried to make literal and inferential questions then conclude the text.
- d. Students read the text carefully section by section to find the answer individually after discuss with the group.
- e. Students tried to retell the content of the text in a group.
- f. Students discussed each problem in a group and discussed the answers of the questions made with their group.

### **3. Post-Reading Activities**

- a. Students answered the questions from the teacher about what they have been gotten in the class that day.
- b. Students asked to the teacher whether they have any difficulties related to the topic.
- c. Students responded to the teacher's explanation about the summary of the lesson.

From the explanation about the procedure of the implementation of Independent task above, it can be arranged that the teacher activities are:

1. Gave the information to the students to do the task.
2. Clarified the information.
3. Controlled the student motivation and creativity.
4. Identified the sentence grammatical.
5. Explained about inferential and referential question.
6. Found out the main idea and the part of speech related to the topic.

Independent task required the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have developed some proficiency in the language and when they have command of helpful strategies. These strategies can develop from experience, shared or guided tasks.

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2. It is the task that the learners are likely to face outside the classroom without any planned help.

Referring to the statement above, the students are not let to read the texts by themselves and not let them to do the task without any guidance in independent task. Clarify the instruction is done by the teacher so that the students understand on how to do the task well. When getting the difficulties, the students are supposed to solve the problem by themselves, for example sharing ideas with their classmates, looking up dictionaries, and etc. When necessary, the teacher might help them. The teacher functions as facilitators as well supervisor but the students are mainly left to work independently. Independent task which is called independent variable is suitable for reading comprehension.

## **2. 6 Theoretical Assumption**

In teaching reading, there are some techniques that can help the teacher to reach the aim of teaching learning process. For this, independent task is chosen as a technique in teaching reading comprehension. Independent task may be used in teaching reading because: First, practically independent task invited the students to be more creative to get a high chance of success because the teacher's role in the class is not dominant. It is such kind of task that the teacher gave to the students where most activities in the class are dominated by the students. Second, it can be done inside and outside the classroom and provides a reasonable challenge. By practice this tasks we can create the students to make a suitable strategies in comprehending the new topic on reading text.

In order words, the researcher said that this task can be used to increase the students' reading ability and can build the students minded and knowledge about comprehending the reading text. So, the researcher had chosen independent task that is suitable for reading comprehension.