II. LITERATURE REVIEW

A. Notion of Reading

Reading is extracting information from print (Smith, 1982: 2). In other words, reading is the cognitive process of deriving meaning from written or printed text. It is supported by Clark and Silberstein in Simanjuntak (1988: 24) who defined that reading is as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that students are required to be able to get a lot of information based on what they are reading in the text. Meanwhile, Nuttal (1982: 7) defines reading as meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skill and knowledge of the world. From the definition above, it can be concluded that reading is a process of brains, which work together with eyes in order to get the information in verbal or printed symbol.

In the process of reading, both in intensive and extensive reading, there are three models of reading process (Eskey in Simanjuntak 1988: 7):

1. Bottom-up process is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language units.

2. Top-down model deals with the general notion of reading as the reconstruction of meaning based on skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of a text.

3. Interactive model deals with a particular cognitive behavior based on certain kinds of knowledge which forms a part of the reader's cognitive structure. To begin with, the reader must know both the written forms and the meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woods (2005: 62) says that reading skills can be seen in terms of bottom up and top down skills. Bottom up (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text maybe partially understood at this level, but it is unlikely that a full understanding can be achieved without top down skills. Top down (or schematic) skills involve the prior word knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or world knowledge. Our learners therefore need both types of skill if they are to make sense of a text, and our methodology needs to pay attention to both.

In addition, Nuttall (1982: 4) states that reading involves communication process between encoder and decoder. The encoder is the writer since he can well

speak his message. The encoder has a message in his mind which he wants somebody else to share. To make it possible he must first put it into words: that is, he must encode it. Once it is encoded, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains. Once it is decoded, the message enters the mind of the decoder and communication is achieved. In other words, reading means getting out of the text as nearly as possible the message that the writer put into it.

B. Notion of Reading Comprehension

Smith (1982: 5) mentions that comprehension is not a quantity of anything and therefore cannot be measured. Comprehension can be regarded as a condition where no uncertainty exists that, therefore, results in the attempt of someone to make sense of something, in this case the content of a text. Therefore, student's attempt to understand the text in term of questions of what are stated in the text is able to be defined as a process of comprehension.

The first point to be made about reading process is that reading comprehension and the knowledge of language meaning are the basic element for comprehension (Simanjuntak, 1988: 4). In line with her, Smith (1982: 6) mentions that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. It is a correlation between reader's background knowledge and the information stated in the text. The reader tries to get something based on her or his background

knowledge while reading the text. Therefore, comprehending a text, as it is mentioned earlier, is an interactive process between reader's background knowledge and the text (Simanjuntak, 1988: 4).

According to Nuttall (1982: 146), reading approach can be categorized into two:

1. Extensive Reading

Extensive reading program is a private world of reading for reader's own interest. Reader reads what they want to read for their own pleasure, for instance reading novel, newspaper and magazine. This program should be encouraged to do because by reading extensively, a reader will find the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better results in their progressing at increasing speed of productive skill's improvement.

2. Intensive Reading

Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers, e.g. understanding the content of a text or doing a reading test. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, student's role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibilities to find out what students can or can not do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on and the activities, prepare the class to undertake the tasks, make sure everyone in class works productively and improves steadily according to his capabilities.

In addition, Moore-Dodson in Woods (2005: 14) implies that the purpose of intensive reading program is to understand and remember the content of reading text. There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention:

a. Overview

The teaching reading activity that implies intensive reading method is preceded by overview stage. At this stage, the teacher makes the students explore the content of the text. Next, the teacher asks them to obtain some news, messages and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formalize the target of his teaching reading activity. He should analyze the elements of the students' reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose his teaching reading activity, he should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the text in order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of intensive reading program because at this stage the students' reading comprehension is really trained to be increased.

e. Summarizing

After the teacher conducts the reading stage, he asks the students to summarize the content of the text.

f. Testing

At this stage, students' reading skills are tested through reading test. The skills tested are as follows:

1. Finding main idea

2. Finding specific details

3. Making inference

4. Finding reference

5. Vocabulary (Synonim or Antonym)

g. Understanding

The end of the intensive reading is to be sure that the students understand the content of the reading text in details. They have to be able to answer every important question that asks about the content of the reading text.

C. Notion of Teaching Reading

Reading skills are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. Woods (2005: 62) says that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching of reading.

Lussier in Woods (2005: 64) groups the kinds of reading comprehension activities used for testing purposes. This also serves as a good checklist within the teaching situation. They are given in a hierarchical order as follows:

1. Identifying, recognizing, and selecting one or several elements of information which already present in a text.

2. Classifying, ordering information which explicitly present in a text.

3. Comparing, distinguishing and associating information with a view to extracting similarities or differences which present in one or several texts.

4. Inferring, deducing, predicting, interpreting and extrapolating the information which present explicitly in a text as a function of the text.

5. Distinguishing a fact from an opinion or feeling and also evaluating the correctness of a piece of information which present in a text: judging whether an action is good or bad.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such tasks before, during or after students have studied the text. Woods (2005: 63) classifies the activities in reading class into three as follows:

1. Pre-reading task

   This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre reading activities that can help readers relate to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize

themselves with the content of a text. The activities can be systemic (such as vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. While reading task

These kinds of task, as Hedge in Woods (2005: 63) states, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the ideas in a text; react to the opinion expressed; understand the information it contains; asks themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post reading task

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structured program of learning probably chosen by teachers when teaching reading. The tasks of the teachers in class is to go beyond course books and to introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy.

D. Notion of Skimming

The process of reading is very important because it helps to develop thought and active cognitive processes such as inferring, categorizing, arguing, predicting, etc. There are different techniques to make the reading process more effective. Skimming is a technique used for effective reading. When reading, the learner needs to know every single word in the text. Some of the words are not so important to understand that the learner may neglect them, they sometime do not really connect to the idea being searched (Sutarsyah, 2010: 64). This technique are used for this purpose.

Skimming is meant to go through a reading material quickly in order to get the gist of it, to know how it is organized, or to get the idea of the tone or the intention of the writer (Grellet, 1981: 21). It is mostly used to quickly identify the main ideas of a text. When a reader, for instance, reads a newspaper, a reader probably does not read it word-by-word, instead he or she scans the text. Philpot and Curnick in Woods (2005: 65) adds that skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time or skim when they want to see if an article may be of interest in their research.

Grellet (1981: 12) claims that skimming technique has some basic characteristics. It is an activity which requires an overall view of the text in order to find the general contents and ideas of the written material. Cross mentions (1991) there are some strategies used in reading which can help students understand a text more easily. These activities include combining sentences,

filling the gaps, completing tables and graphs, selecting a summary, matching nouns and verbs, comparing versions, and identifying facts. It is then suggested that, to get students out of the common habit of reading word by word or line by line and into the process of relatively quick skimming, there are some specific activities that permit the extraction of a general idea, such as recognizing similar words in English and Spanish, identifying unknown vocabulary, inferring meaning from context and detecting typographical clues and often repeated words.

Skimming involves going through a text rapidly, probably at two or three times your normal reading speed, and being selective in what you read. It is a useful technique for deciding whether or not you are going to use a text, just as you would flip through a book or magazine in a shop. It will also help you to get some idea of the way in which the text is organized, its tone and style, to get the gist of the writer's meaning, or to review something that you have already read to refresh your memory. It is useful to skim a text before reading any item in depth, or when you only need superficial knowledge.

To skim effectively, readers should look at the index, chapter headings, introductory and concluding paragraphs. They can also skim through the main content by reading the first line of each paragraph. This should give them the flavour of the book. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. A reader might read the title, subtitles, subheading, and illustrations and consider reading the first sentence of each paragraph. This technique is useful when a reader is seeking specific

information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might also be used to review graphs, tables, and charts.

Therefore, based on the researcher's experiences and the students' reading problems which focus on finding main ideas and inferences, skimming is hypothesized to be the appropriate technique to be used for efective reading. Since KTSP tends to be text oriented curriculum, the students are exposed to study about some text genre, both reading and writing. Consequently, the technique to understand of the contents of a text is badly needed and this technique is likely to be appropriate to be taught to the students.

E. Procedures of Teaching Reading Using Skimming Technique

The followings were the steps of teaching reading using skimming technique implemented in this research.

1. Preparation phase, teachers provide advance organizers about the lesson, and students identify what they already know about a topic, using elaboration as a strategy.

2. Presentation phase, teachers provide new information to students, using strategy which make their input comprehensible. The technique going to be introduced is skimming.

3. Practice phase, students engage in activities in which they apply learning strategies, often in cooperative small-group sessions. During this phase, the teacher encourages the use of the technique introduced.

4. Evaluation phase, students reflect on their individual learning and plan to remedy any deficiencies they may have identified.

5. Expansion phase, students are provided with opportunities to work individually by using the technique introduced.

G. Advantages and Disadvantages of Skimming Technique

1. Advantages of Skimming Technique

   a. It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be an independent reader.

   b. It will make students aware of reading strategy used to find the stated and unstated information in a certain text as this technique doesn't only focus on asking the students to do reading test but also focus on equipping the students with the technique used in different texts.

2. Disadvantages of Skimming Technique

   a. It will take time if the teacher doesn't allocate the time appropriately. Moreover, if the students have many problems in reading and the teacher doesn't prepare for the solution, the teacher will need time to think of the various solutions.

   b. It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.