

## **II. FRAME OF THEORIES**

### **A. Concept of Reading**

Clark and Silberstien in Simanjuntak (1988) define reading as an active process of interacting with print and monitoring comprehension to establish meaning. It means that when reading a reader not only gets information from text but also manages to produce the point of the author from the text.

Along with those statements, Nuttal in Simanjuntak (1988) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this process the reader tries to recreate meanings intended by the writer.

Furthermore, Silberstain in Simanjuntak (1988:15) defines reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous 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 interacts with print, his prior knowledge combined with and the visual

(written) information results in his comprehending the message. Therefore, reading is actually a conversation of sorts between a writer and a reader.

Mackay in Simanjuntak (1988:15) also defines reading as an active process. The readers form a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. This is a sampling process in which the reader takes advantage of his knowledge of vocabulary, syntax, discourse and 'real world'. Therefore, reading involves an interaction between thought and language.

In other side, Mitchell and Grabe in Gunawati (1993:9) stated that reading can be defined as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message. These statements mean that reading is the ability of getting the information from printed material. In order to get and to comprehend the information, the readers' background knowledge is needed.

From all the theories mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language shared by the writer.

## **B. Concept of Reading Comprehension**

Hornby (1972) in his dictionary defines comprehension as the power of understand fully. This statement means that comprehension determines the essence of reading process, and by reading with comprehension a reader will

recognize the purpose and the important point of the text besides understanding the surface meaning of the text.

In addition to the statement above, comprehension in reading cannot be ignored. As Simanjuntak (1984:4) states that the first point to be made about reading process is reading comprehension; consequently, it can be regarded that comprehension comes first before any other process a reader is going to do.

Furthermore, Dallman (1982) emphasizes that reading with comprehension means constructing meaning from what is being perceived in writing. Referring to the statement, it means that the idea of an author from the text should be well understood by a reader. This involves the reader to activate his or her brain to absorb the idea.

In addition, Heilman, Blair, and Rupley (1981:242) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal Comprehension

Literal comprehension is the process of understanding the ideas and information stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrased in own words, understanding grammatical clues, subject, verb, pronouns, conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage.

## 2. Interpretative comprehension

Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparisons, cause-effects relationship and also summarize the story content.

## 3. Critical comprehension

Critical comprehension is analyzing, evaluating, and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standards.

In conclusion, it can be stated that reading comprehension is a process of absorbing the author's idea and combining it with schemata to construct or establish new concept in the reader's mind.

### **C. Concept 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 input more easily. Woods (2005:62) states 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 reading. 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 tasks

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 systematic (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 tasks

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; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

### 3. Post-reading tasks

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. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently thought as being a solo and quiet activity, but group pre- and post reading activities can motivate the crucial while-reading activities, 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. Concept of Inquiry Learning**

Inquiry has been defined in many different contexts, and it generally refers to the art and science of asking questions that are accessible, can be answered in part or in whole, and ones that lead to meaningful tests and explorations (Hebrank, 2004). The inquiry technique usually involves careful observation and measurement, hypothesizing and interpreting, and theorizing. It requires experimentation, reflection, and recognition of the strengths and weaknesses of its own methods.

In education, while much thought and research have been spent on the role of inquiry in science education, this approach can be applied to many disciplines, including social sciences, humanities, or even arts. Inquiry-based learning is defined as a way of acquiring knowledge through the process of inquiry. In this approach, the learners generate their own question or are posed with a question by the teacher, or by the computer. Regardless of the source of the question, this approach requires a more active role of the learners in answering the given questions or problems through discovery, investigation or experimentation.

The Inquiry based Learning is also a highly recommended approach in the Malaysian school system. This approach has been the focus of our national curricular, both at the primary and secondary school levels, and it is especially applicable in the Science Curriculum. For example, according to the Curriculum Development Centre (1993), the focuses of learning in our science education are towards inquiry approach, the development of scientific thinking and skills, research and problem solving, the application of principles of science, as well as the assimilation of scientific attitude and moral values. This statement clearly indicates the importance of our students to develop their own learning experience through inquiry and problem solving in acquiring the scientific processes. It is hoped that this exposure will assist them to better understand the world.

There are several types of inquiry-based learning approach, such as Structured Inquiry, Guided Inquiry, as well as Open Inquiry (Herron, 1971). In a Structured Inquiry (Level 1), the learner will conduct an investigation and discovery based on the questions and procedures provided by the teacher. In the Guided Inquiry approach (Level 2), although the learners will investigate based on the questions posed by the teacher, they will determine the discovery procedures. In an Open Inquiry (Level 3), the learners will investigate and explore based on the questions and procedures that they have to construct. These three levels of inquiry as suggested by Herron (1971) rely on the degree of commitment from the learners; the more commitment they put in their learning process indicate a higher level of inquiry learning.

Some prominent researchers of the Guided Inquiry Learning Approach are Schulman and Tamir (1973), as well as Collins and Stevens (1983). Schulman and Tamir (1973) view guided inquiry as a learning process in which the teacher (or WBL) provides the basic elements during the learning process, while the learners make a generalization. The teacher acts as a facilitator who poses questions to stimulate the learners to continue their discovery process. Later, Collins and Stevens (1983) have proposed the Theory of Inquiry Teaching to assist the learners develop their own theories based on the procedures that they have learned.

#### **E. Procedure of Teaching Reading Using Discovery Inquiry**

The following are the steps of teaching reading using discovery inquiry:

1. Identify student need
2. Foreword selection towards concept that be studied
3. Ingredient selection or problem that be studied
4. Will determine character that be done each entrant will educate.
5. Identify entrant comprehension will educate towards problem that be delved and found.
6. Prepare to setting class.
7. Prepare facilities that need
8. Give to chance to entrant educates to do quest and invention
9. Analyze self on invention data.
10. Stimulate the happening of dialog interactive deliver entrant educates.
11. Give reinforcement to entrant educates for active in do invention.



12. As the facilitator entrant educates in formulate principles and generalizing on the finding result.

## **2.7 Advantages and disadvantages of Teaching Reading Using Discovery Inquiry**

### **1. Advantages of Teaching Reading Using Discovery Inquiry**

- a. Help entrant educates to develop, immediacy, with know-how mastery in course of cognate.
- b. Entrant educates to get erudition individually so that understandable in the idea.
- c. Can arouse motivation and passion learns entrant educates to learn more active again.
- d. Give opportunity to bloom and progress as according to ability and interest each.
- e. Brace and belief increase in own self with process finds self, because study focuses in entrant educates with teacher character very limited

### **2. Disadvantages of Teaching Reading Using Discovery Inquiry**

1. Student must have immediacy and way of thinking maturity. Student must dare dab wishful to detect vicinity condition well.
2. Class condition at we are the student total fat in reality, so this method will not achieve that result.
3. Teacher and student that very accustomed to PBM long style, so discovery method and inquiry this will disappoint.

4. There criticism, that process in discovery method and inquiry this is too consider important explanation process, less pay attention attitude development and know-how for student