II.   FRAME OF THEORIES

2.1 Concept of Reading and Reading Ability

Reading is one of the important skills which are needed by the students from elementary school to university. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and construction meaning. Reading as one of the language skills to be taught, is a process of constructing or developing meaning for printed text.

One of the aspects perceives written symbols, a visual activity; the other is describing a meaning to, or comprehending the collecting of symbols. Nuttal (1984: 14) defines that reading as the meaningful interpretation of printed or written verbal symbol. And then, Mackey (1979) says that reading is an active process. It means that the reader forms a preliminary expectation about material, and then selects a fewest, most productive cues necessary to confirm or reject the expectation.

Moreover, Krashen and Terrel (1988: 134) distinguish four types of reading abilities. They are: (1) scanning by which a reader is making a quick overview of a passage, looking for a specific information; (2) skimming by which a reader concentrating on specific information; (3) extensive reading by which a reader is

doing a rapid reading for main ideas of a large amount of text; and (4) intensive reading by which a reader is reading for complete understanding of an entire text.

Based on the statement above, it can be concluded that reading ability is the basic and vital ability which cover the aim of reading and as primary reading ability.

2.2 Concept of Reading Aspect

In this research, the researcher used five reading aspects in conducting the research, they are:

1. Main idea

The definition of a main idea is a sentence or generalization that tells what the paragraph is about. Main Ideas are generally found at the beginning of the paragraph, however they can be anywhere in the paragraph. In line with Mc. Whother (1986:36) the sentence which states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In order words, the main idea is the most important idea that the author develops through out the paragraph.

2. Specific information

Mc. Whother (1986:36), states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

Latulippe (1986:20) defines that reference is words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary

repletion of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Inference

In relation to make inference, Kathleen (1986:31) states that an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between what he observes or knows and what he does not know.

5. Vocabulary

According to Wallace (1987:30) vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.3 Concept of Reading Comprehension and Reading Comprehension Ability

Comprehension is a construction process. Because it involves all the elements of the reading process working together as a text read to create a representative of the text in the reader's mind. In reading process, the reader needs comprehension to follow the flow of the passage. By comprehension ability, reader gets the point of the reading text. In other word, without comprehension, there is no reading.

Kustaryo (1988, 12), categorizes comprehension into four levels. They are:

1. Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage. In this level, the abilities needed by the readers are:

> ➢ Knowledge of word meaning

> ➢ Recall of the details directly stated or paraphrased in own words

> ➢ Understanding of grammatical clues subject, pronoun, verb, conjunction, and so forth.

Beside them, readers are also requires to recall the main idea explicitly stated and knowledge of the sequence of information presented in the passage.

2. Interpretative comprehension

Interpretative comprehension understands the ideas and information not explicitly stated in the passage. Inferences are ideas the reader receives when she/he goes beneath the surface to sense relationship, put the facts and ideas together, draw conclusion and make generalization and also detect the mood of the materials. The abilities needed by readers are: (1) reason with information presented to understand the author's tone purpose and attitude (2) infer factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and (3) summary of the story content. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.

3. Critical comprehension

Critical comprehension is analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statement automatically when the reader reads the text. In this category, readers need ability, such as: (1) personally reacting to information in a passage indicating meaning to the reader and (2) analyzing the quality of written symbols of information in the terms of some standards. In other

words, readers must be able to differentiate the text, whether it is important or meaningful for them or not and whether it is fact or just opinion. Furthermore, reader must know it is good or bad writing according to writing standard. In addition, the active reader is questioning, comparing, and evaluating the ideas found in the material.

4. Creative comprehension

These comprehension skills categories are cumulative of literal comprehension, interpretation, and critical reading. According to Brown (1983:32), there are four elements in reading comprehension. The four elements mainly deal with the vocabulary, specific information, the main idea and the ability to infers or imply the ability to gain meanings that are not explicitly stated in the context of reading materials. However, Brown (1983:32) and Cooper et al. (1988:25) classify that there are four categories of comprehension skills. The categories are as follows: (1) meaning vocabulary, (2) literal comprehension, (3) inference, and (4) critical reading/ thinking.

From the references of definition above, reading comprehension in this study is defined as the process of getting message from the author through a written text. The message may be an idea, a fact, feeling, an argument, etc. as Smith (1982:2) states that reading is a matter of making sense of written language rather than decoding print to sound of the text, but it is about comprehending the idea of the text it self. In other words, it can be said that there will no reading without comprehension.

In this research, the researcher focused on literal comprehension and creative comprehension.

2.4 Concept of Teaching Reading

Finnochiaro (1967:119) states that reading bringing meaning and getting meaning from printed or written material. In gaining the information from printed materials, teaching reading has 4 major activities. They are:

1. Intensive reading

It refers to the kind of work done in the reading class, for example, studying for exam. In addition Murcia states that for our purpose, intensive reading consists of short selection which can be read and discussed in one class period.

Extensive reading assignment should generally involve longer selections which are read outside of class. (Marianne-Celce Murcia, 1978:150).

2. Extensive reading

It is view of Palmer (1964) that "Extensive Reading" is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text its self not the language. The purpose of extensive reading is also termed as "Supplementary Reading". In other word, reading materials should include pleasured able information.

Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading. The learners view and review of unknown words in specific context will allow the learner to infer the word's meaning, and thus to learn unknown words. While the mechanism is commonly accepted as true, its importance in language learning is disputed (Cobb 2007).

3. Silent reading

In silent reading, reader uses his/her eyes and his/her ability to comprehend the meaning of the written sign. Thus, comprehending the text will be given more emphasizes. Silent reading is the medium in which proficient readers typically comprehend.

4. Reading aloud

In reading aloud, reader changes the written form (sign) into oral sign giving meaning. The most important characteristics of oral reading are pronunciation, tone, speed, and pauses. Reading aloud to children helps them to develop and improve literacy skills – reading, writing, speaking, and listening, (Teresa M.2000).

So, teaching reading should be focused on helping the students to be able to make sense of ideas conveyed in the text.

2.5 Concept of Recount Text

According to School Based Curriculum (KTSP) for 8th grade of Junior High School students, there are several types of text that can be implemented for teaching, namely descriptive, procedure, recount, narrative and report. Recount is a text which retells events or experiences in the past. Its purpose is to inform or retell something that happened in the past or a series of past event. According to Students hand book "Let's talk for Grade VIII of Junior high school, Bachtiar Bima M. and Cicik Kurniawati, Penerbit Pakar karya, 2005,

Generic structure of recount text are:

a. Orientation: introducing the participants, place and time.

b. Events: describing series of event that happened in the past

c. Reorientation: it is optional. Stating personal comment or personal note of the writer.

Language feature of recount text are:

a. Introducing personal participant: I, my group, we, etc.

b. Using chronological connection: then first, suddenly.

c. Using action verb or material process.

d. Using past tense pattern

To be clear, the following is the example of recount text and its elements:

Rode to Smith Beach

Orientation : Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometers from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy.

Event **:** After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

Reorientation:
When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.
(http://najibblog2010.blogspot.com/2010/03/contoh-text-recount-html.

By understanding the generic structure and language feature of recount text, the teaching learning process will make the students interest in their study.

1.6 Concept Scanning and Skimming Technique

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. For this research, the wtiter concentrates on the scanning and skimming technique.

Vaezi (2006:5) states that scanning is reading rapidly to find a specific information. According to Grellet (1981), scanning is quickly searching for some particular piece of information in the text. In addition, Ghani (1993:1) scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader.

Scanning is a reading technique to be used when we want to find specific information quickly. In scanning, students have a question in their mind and they read a passage only to find the answer, ignoring unrelated information. Scanning involves a process of quickly searching reading materials in order to locate specific bits of information. When scanning students do not start from the beginning and read to the end. This technique is useful when they are seeking specific information rather than reading for comprehension.

According to Nuttal in Simanjuntak (1989:54) skimming is useful skill to be apllied in reading, it is mentioned that by skimming we mean glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work. Hancock in Simanjuntak (1989:58) adds that in preview skimming a reader read the introductory information, the heading and subheading and the summary, if one is provided. Skimming is done

at a speed three to four times faster than normal reading. Skimming is a high speed reading process and involves visually searching the sentences of a page for clues to meaning. Skimming is mainly used when researching and getting an overall idea of the text.

In fact, the reader needs a suitable technique to understand the text based on his/her purpose or goals. Based on the explanation above, the writer can assume that scanning and skimming is a suitable technique for students that can be useful to know what their purpose is for reading the text. This technique can make the students determine main idea and find specific information quickly.

1.7   Advantages of Scanning and Skimming Technique

Reading through scanning and skimming technique has some advantages namely:

- Save time

- Scanning is a reading technique to be used when we want to find specific information quickly; Skimming means quickly identifies the main ideas of a text. So, the students are able to find the information and main idea quickly.

- The students are stimulated to be creative and active in both asking and answering the question about the specific information and clues related to the text (Beare, 2006:3)

- The students are motivated to looking for the specific information and looking for clues they need in various types of text. (Vaezi, 2003:3)

- The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005:55)

1.8 Disadvantages of Scanning and Skimming Technique

However scanning and skimming also has some disadvantages, such as:

- Scanning refers to reading through material to find specific information, students may ignore to select the most important information.

- Skimming means quickly identify the main ideas of a text. In some cases, students may ignore to select the main idea.

- Scanning and skimming are difficult to apply in novel or short story. It can create difficult for students to understand and comprehend the text.

From the explanation above, it can be assumed that scanning and skimming technique can motivate students to be active in getting the specific information and the main idea of a text.

2.9 Procedure of Teaching Reading Comprehension Ability of Recount Text through Scanning and Skimming Technique

Based on the theory proposes, the researcher gave treatments to the students by teaching reading comprehension through scanning and skimming technique using recount text as the materials. Based on Alyousef, H.S (2005) the steps of this activity are divided broadly into three phases, they are pre- reading, while-reading and post-reading. The procedures are as follows:

a. Pre Reading Activity

1. The teacher asks the students about some routines questions. Such as, Hi students, good morning, how are today?, Have you had your breakfast today?, etc.

2. The teacher asks the questions related to the topic they will learn, e.g where do you spend your holiday? What kinds of activity do you do in holiday?, etc.

b. While activity

1. The teacher explains about the generic structure, grammatical features and social function related to the topic "My holiday".

2. The teacher explains how to use scanning and skimming technique to answer the question in the text.

3. The teacher distribute a text entitled "My Holiday"

My Holiday

Two weeks ago, I spent my holiday. I went to my grandmother house. My grandmother lived in East Lampung. I went with my family. I met with my nephew and my cousin. We went to my grandmother house every year.

On the first day, my grandmother cooked my favorite food for me. I liked it very much. In the afternoon, I helped my grand father in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.
We were enjoying our holiday in our grandmother house. Because there was very natural place to enjoy.

4. The teacher asks the students to do the reading the comprehension test individually.

5. The teacher and the students discuss the answer of the reading comprehension together.

6. The teacher gives the second text, and asks the students to answer the question by using scanning and skimming technique.

7. The teacher collects the students answer

b. Post activity

1. The teacher asks the students about what they have learnt.

2. The teacher asks the students about the difficulty in understanding the lesson.

3. The teacher asks the students to make a conclusion of the lesson.

By implementing this technique, it is hoped that there will be a significant improvement of students' reading comprehension ability of recount text before and after being taught through scanning and skimming technique.

2.10 Theoretical Assumption

Junior High School students have functional and monologue text as their reading based on Curriculum 2008. But in this proposal, the researcher focuses on monologue text especially recount text. The researcher chooses scanning and skimming technique, because it is appropriate to be applied for recount text. Scanning and skimming technique helps students in reading. They can directly and quickly identify the main idea and find the specific information in the recount text without reading the whole passage.

As the frame of theories above, it can be assumed that reading is extremely important in learning language. Appropriate teaching technique is needed to improve reading comprehension ability. So, in this chance, the researcher assumed that teaching reading using scanning and skimming technique is suitable to students for teaching reading comprehension ability. It made the students aware of their purpose of reading and could motivate them to identify the specific information and finding the main idea of the texts.

2.11 Hypothesis

Referring to the theoretical views presented earlier, the researcher states her hypothesis as follows:

"There is a significant improvement of students reading comprehension ability of recount text after being taught through scanning and skimming technique."