

The Principles of Teaching Reading Skill for Educational Section

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Abstract

Language is a means of communication. Human beings use a language to communicate with each other in order to express their minds and accomplish their needs. World wide communication, technology, politics, literature, agriculture and science mostly used English as the language. Reading is an important activity in every language. Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, brochures and soon. Good English reading comprehension is really needed to be mastered especially by students to face this global era in which the English is the language that is used. Reading comprehension is taught since the first year of junior high school till the university. It indicates that reading comprehension is important. By this skill students can get more information not only from the school, they also can get information from the English magazine, book, journal or everything written in English

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Introduction

Definition of Reading

The definition of reading can be variable according to its level of proficiencies. For the classroom activities at school, it is thought to learn the formal aspects and principles of a language.¹ Reading widely is a highly effective means of extending our command of language, so it has an importance place in classroom where language learning is the central purpose. However the students also need to learn how to read for meaning, and it is not always possible to teach for both purposes at the same time or with the same text.

Reading comprehension is making sense out of text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate element into

¹Sanggam Siahaan, *Issues In Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 105

a new whole.² So, reading is to identify words and to bring meaning to a text in order to get meaning from it.

It is also the language skill which is easiest to keep up many of us can still read in foreign language that we use to be able to speak as well. "Reading" is the natural passage of ideas and concepts from one person to another (mind-to-mind communication). The intuitive process allows us to contact the author mind-to-mind. Because each of us has an intuitive nature and each of us has an imagination, reading is simply connecting one person's intuition to another because the author is imagining something (even when the author is writing about facts), the reader can interpret those writings and glean the author's imaginings.

Purposes of Reading

The purpose of reading texts can be a means of increasing learners' knowledge.. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.

So, from the purposes of reading above, reading is important and no one is too old to learn. No one doesn't need some information, moreover sometime reading is for enjoyment. So, reading must be taught to the students. The teacher must creative in learning, different strategies can be followed to develop a student reading skill.

The nature of reading

Reading is one of the language skills that play an important role in the society. Roe et al. state that reading is the reconstruction and interpretation of meaning behinds printed symbols. Reading, as stated by Pang et al. (on line), 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. Comprehension is the process of making sense of words, sentences and connected text.

On the other hands, Burns et al. define reading as a highly complex act that consists of two major components: a process and a product. In this case, reading does not only involve the skills in understanding the written texts but also the relationship between the scripts. From the definitions

² John D mc Neil, *Reading Comprehension* (U.S.A: Harper Collins Publishers, 1992), p.16

above, reading may be described in many ways by different experts. Yet, there are points of general agreement among reading experts. One such point is that comprehension is the purpose of reading. Thus,

Reading can be concluded as an activity that aims primarily at understanding or constructing meaning from the written texts. Students will get many benefits by reading written materials due to the importance of reading that has three aspects such as every aspect of life involves reading, reading is enjoyment, and reading means an activity to obtain information. Realizing the importance of reading ability in the present time, it is a must that students should have avid reading as reading will lead them to obtain so many kinds of information and knowledge. Somehow, the students should also be motivated to understand that in the process of reading there is a communication between a writer and reader. In this activity, reading deals with decoding and the comprehension process in which a reader tries to understand what a writer has put in a text. In the activity, the reader actively has to relate his or her prior knowledge or schemata to comprehend the text better

The important of reading

Realizing the importance of reading ability in the present time, it is a must that students should have avid reading as reading will lead them to obtain so many kinds of information and knowledge. Somehow, the students should also be motivated to understand that in the process of reading there is a communication between a writer and reader. In this activity, reading deals with decoding and the comprehension process in which a reader tries to understand what a writer has put in a text. In the activity, the reader actively has to relate his or her prior knowledge or schemata to comprehend the text better to understand the content of a particular text, one must go through a process. According to Barrentine the reading process provides an explanation of “how reading happens”. To construct meaning, readers draw on or sample language information available to them. During the reading process, a reader might use three process of reading; bottom-up, top-down and interactive model.³

Reading ability

A good reading exercise directs the learners' attention to features of the text that can be found in almost any text, or to strategies for dealing with any text, with the aim “to develop in the

³Teguh Sulistyio *Improving the Reading Comprehension Skills of the Students of Kanjuruhan University Through Question-Answer Relationship (QAR) Strategy* (State University of Malang: unpublished thesis, 2010) Page 10

language learner the ability to comprehend texts, not to guide him to comprehension of a text". To put it another way, when learners study a reading text, we want them to gain knowledge that will help them to understand tomorrow's reading text. We want them to learn things that apply to all texts. We want them to gain knowledge of the language and ways of dealing with the language rather than an understanding of a particular message. If a reading exercise does not focus on generalisable features of a text, it does not provide much opportunity for any useful, cumulative learning to take place. This requirement is particularly important for teaching reading.

A good reading exercise directs the learners' attention to the reading text. That is, the learners need to read the text or at least part of it in order to do the exercise. It is also important that some reading exercises require the learners to consider parts of the text in relation to their wide context, that is, other parts of the text, and information from outside the text.

A good reading exercise provides the teacher and the learners with useful information about the learners' performance on the exercise. If the learners were not successful on some parts of the exercise, then they should be aware of what they have to learn in order to do the exercise successfully with another text. Also, the teacher can get guidance from the learners' performance to improve teaching. Good exercises provide useful feedback for the teacher and the learners. Also, if the teacher understands what an exercise is trying to teach, they can judge the value of the exercise according to what they thin

A good reading exercise is easy to make. Teachers have to choose texts suited to the particular needs of their learners, and if these texts do not have satisfactory exercises, the teachers must make their own. Often teachers may want the learners to work with a textbook that issue in another discipline they are studying, and so they will have to4make their own exercises. This should require a minimum of skill and time. If the preparation of language teaching materials becomes the job only of experts, then language teachers will have lost the flexibility needed for successful teaching

⁴ I.S.P Nation *Teaching ESL/EFL Reading and Writing* Routledge: 2009 Page 29

Interest in reading.

For students in particular, interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading the students will likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement.

To develop interest in reading, students are guided to learn to feel not as an obligation but as a necessity. Therefore, it can be concluded that the definition of interest in reading is a situation arising from the desire to perform reading activities and to achieve a goal. Basically an interest in reading among individuals to each other differently depending on the size of motivates them to read. Student interest in reading can be defined as a situation arising as a result of students in themselves a strong desire to perform reading activities. Students who like reading can facilitate learning and improve academic achievement.

Discussion

Reading techniques

Reading techniques is a trick that is used to make a process of teaching learning especially on reading comprehension skill more effective. There are many kinds of reading techniques as follows:

Reading Deeply and Critically

Another major assumption of this course is that, in addition to reading broadly, it is also important for you to read recent research deeply and critically. To this end, you will select and critique a total of 4 articles in the professional FN on teaching reading at the middle and high school levels.

Reading Broadly

One of the major assumptions of this course is that reading professional literature is tool to inform your own, as well as others', thinking about teaching reading at the middle school and high school levels. Therefore, in addition to required texts, a packet of required articles has been prepared for this course. Prior to each class, you will be asked to respond to the reading(s) for that day. At different times during the course, responses will take different forms: written, oral, artistic, dramatic, etc. The purpose of this requirement is to enable students to read broadly and use these

readings as a potential for outgrowing what we currently think about teaching reading. Specifically, this requirement corresponds to course purpose.

Reading aloud

It is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful especially with beginners in language. Traditionally reading aloud is often thought of as reading round the class one by one, and although many students seem to enjoy it.⁵

The other definition is the students take turn reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.⁶

Silent reading

It is a simple reading method that has been well known and implemented in Australia and other developed countries. It is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a positive attitude to books and reading from the beginning will help.

When teaching beginning level of students, the particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical pattern. The intermediate-to-advanced level students need not be speed-readers, but they can increase efficiency by applying a few silent reading rules.

Questions Form on the Reading Text

Pronominal questions

They are questions beginning with who, what, when, how, why, etc. These questions often test writing ability as well as reading ability because the learners must write the answers. The questions can ask for one-word answers, or ask the learners to copy the answers directly from the passage. This

⁵ Scoff, Wendy A and Lisbeth Ytreberg *Teaching English to Children* London and New York Longman t.t. Page 50

⁴ Ibid

⁵ Zoltan Dornyei, *Research Method in Applied Linguistics Quantitative, Qualitative And Mixed Methodologies* (New York: Oxford University Press, 2007), page 15.

makes them easier to mark. The learners can also answer questions using their first language. Instead of questions, commands may be used.⁷

Yes/no questions

Yes/no questions and alternative questions only need short answers so the learners do not need to have a high level of writing skill. Example

Does a fixation take a longer time than a jump?

Do some words get more than one fixation?

Does every word get a fixation?

True/false sentences.

These are similar to yes/no questions. As with yes/no questions the learners have a 50 percent chance of guessing correctly. The learners look at each sentence and decide if it is true or false according to the passage. The learners answer by writing True or False, or by copying the sentences that are true and not copying the false sentences. This last way provides an opportunity for more learning to take place. A good reader makes about ten fixations per second. Most jumps are from one word to another. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

Multiple-choice sentences

This type is easy to mark. If four choices are given, the learners have only a 25 percent chance of guessing correctly. If the questions are not well made, often the learners' chances are higher. Good multiple-choice questions are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

A fixation

- (a) takes about two-tenths of a second?
- (b) is about one word long?
- (c) is the opposite of a regression?
- (d) is longer in Finnish than in English?

⁹ I.S.P Nation *Teaching ESL/EFL Reading and Writing* Routledge: 2009 page.32

Sentence completion.

The learners complete sentences by filling the empty spaces to show that they understand the reading passage. These sentences come after the reading passage. There are four different types of sentence completion.

- (i) The sentences are exact copies of sentences in the passage.
- (ii) The missing words can be found in the passage.
- (iii) The sentences are not exactly the same as the sentences in the passage although they talk about the same idea.
- (iv) The missing words are not in the passage so the learners must use their knowledge of vocabulary to fill the empty spaces.

A skilled reader makes about fixations per 100 words.

A skilled reader makes around fixations per minute.

The learners are helped if there is a short line for each letter of the missing word, if the first letter is given and so on.⁸

Translation

The learners must translate the passage into another language. Although translation is often a special skill, it can also show areas of difficulty that the learners have in reading. It also shows clearly where the learners do not have any difficulty. It is a very searching test of understanding, but it includes other skills besides reading.

Strategies for Reading Comprehension

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Brown (2001) proposes ten strategies for reading comprehension that can be applied in the classroom techniques:⁹

- a. identify the purpose in reading
- b. use graphic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

¹⁰ Ibid, 34

⁹ <http://www.oksate.edu/age/agedcm4h/academic/aged5980a/5980/newpage21.htm>, accessed on 18-04-2021 at 08:25 PM.

- c. use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- d. skim the text for main ideas
- e. scan the text for specific information
- f. use semantic mapping or clustering
- g. guess when you aren't certain
- h. analyze vocabulary
- i. distinguish between literal and implied meaning
- j. capitalize on discourse markers to process relationships.

1. Silent reading

Silent reading is form of school-based student recreational reading, or free voluntary reading, where students read silently in a designated time period every day in school. An underlying assumption of SSR is that students learn to read by reading constantly.¹⁰

Successful models of SSR typically allow students to select their own books and require neither testing for comprehension nor book reports. Schools have implemented SSR under a variety of names, such as "Drop Everything and Read (DEAR)" or "Free Uninterrupted Reading (FUR)"

a. Purpose of reading

The reader do reading in the hopes the reader will catch the important information in order to enrich knowledge. Reading also aimed to be an alternative way in such entertainment for the reader like reading novel, comic etc.

Silent reading was first proposed as a classroom practice in the early 1960's by Vermont professor, Lyman Hunt, Jr. The idea garnered strong support when notable educators Robert and Marlene McCracken endorsed the practice in the early 1970's. McCracken outlined a framework and basic rules for silent reading in his influential article, "Initiating Sustained Silent Reading." He noted that students should select a book of their choice and read silently for a sustained period of time; no records or reports were to be kept; the teacher should model reading silently at the same time; and the whole class,

¹⁰<http://dancingwiththeelephants.ca/silence-is-not-always-golden-examining-research-into-silent-reading/>

department or school would participate. This traditional model of silent reading remains popular in many classrooms today.¹¹

b. Activities in silent reading

- Before Silent Reading:

Have students select two to three books that will "keep them happy" for the entire silent reading period so that time is spent reading, not going back and forth to the classroom library.

The teacher should take a quick glance at books selected in order to help students reselect books at a more appropriate level if necessary.

- During Silent Reading:

The teacher reads, too! To model good silent reading practices and to demonstrate an interest in books and a love of literature, spend the first five minutes looking at books, too.

Encourage those students who struggle with reading or are pre readers to picture-read the story and connect words from the text to the pictures.

Remind those readers who say, "I've read all the books in the room" that favorite books can be enjoyed again and again to make new discoveries on every page.

- After Silent Reading:

Permit students to keep *one* book from the classroom library in their desk that they have not yet finished.

Remind students to return books they have finished to the classroom library so that it remains as well stocked as possible. A few times a week make time for students to recommend books from the classroom library to classmates.

c. Principle of silent reading

Silent Reading and Study Objectives and Principles: A Survey Discussion of the Objectives and Psychological Principles Involved in the Whole Field of Silent Reading and Study.¹²

d. The benefit of reading

¹¹Ibid.

¹²<http://www.scholastic.com/teachers/article/making-most-silent-reading>

Silent reading is different from oral reading as it involves students reading solely to themselves. This kind of reading is quite beneficial to both the teachers and the students. According to studies in the educational field, students who were given time to silently read and understand their topics had far better grades than other students. More benefits of silent reading are shown in the following article.¹³

- **Provides deeper insight**

Silent reading benefits the user as it provides them a better understanding of whatever they are reading. This is largely because the meaning of the text is more important to silent readers than the word pronunciation in those who read orally. In addition, silent readers normally absorb the text content quickly while oral readers do not as they only focus on pronunciation.

- **More effective**

Students who silently read their learning materials finish their work much quicker in contrast with those who use oral reading. The reason for the effectiveness of silent reading is that there are no delays that are linked to the vocalization of difficult words. Actually, vocalization greatly limits and reduces the speed at which oral readers read their materials, an issue that does not affect those who silently read.

- **Avoids distraction**

If a student who has an accent is told to read orally to the class, other students are going to be distracted from the actual text as they listen to the new accent. Similarly, if an unskilled reader reads orally in a classroom, other better readers will be affected by the slow reading of the unskilled person. Silently reading is therefore the most appropriate option in such cases as all students are encouraged to read at a pace that is comfortable to them.

Silent reading does have its restrictions, including the fact that a student can pretend to read even when he or she is really not reading.

¹³Ibid.

Step in teaching reading

- a. Be patient. Reading is **not** learned overnight. Celebrate successes along the way and try to keep yourself and your learner from giving up if something is difficult or confusing.¹⁴
- b. Assess the level of the person you are trying to teach. This may be a professional assessment or simply asking the learner to do whatever reading and writing he/she already knows, and taking note of where he/she struggles. Continue observing your learner's level throughout the learning process. If he or she consistently struggles with a particular skill or concept, take it as a cue to help work on that skill. Likewise, if he or she has mastered something, congratulate yourselves and move on.¹⁵
- c. Choose materials of interest to the learner. If your learner enjoys sports, animals, cars, crafts, or some other topic, use materials related to that topic. Use "real" materials, such as a driver's handbook, the advertising section of a newspaper, a map, or a voter's guide, especially with adults. Use topics of interest even if your reader is still at a very basic level. You can look for words starting with "B" on street signs or in the new spaper. If you are teaching adults, look for materials that are not too childish, or at least ask whether they mind using children's materials. Keep in mind, though, that children's books can be easy beginning materials with simple words and rhymes to reinforce the connection between letter patterns and sounds. Use two kinds of materials: one that is phonics based, teaching learners sounds and symbols. Introduce new letters slowly, ideally one or two at a time. At the same time, ensure that beginning readers are exposed to meaningful stories. Read to them, encouraging them to follow along with the text. In classroom situations, make or use a large book that all students can see and follow.
- d. Model reading. Demonstrate sounding words out. When you read out loud, point to the word that you're reading. Read with inflection in your voice to show how words on paper can have emphasis, to demonstrate that commas come with pauses, and so on.
- e. Encourage learners use a pointer or a finger to help with eye tracking and to learn to stay with the correct line of type. Placing the edge of a bookmark or paper under the correct line can also help with tracking. Most people will gradually learn to do without these aids, but there is no harm in starting with them, especially if they help.

¹⁴<http://dancingwiththeelephants.ca/silence-is-not-always-golden-examining-research-into-silent-reading/>

¹⁵Ibid.

- f. Ask questions to make sure that your learner truly comprehends what he or she is reading. For example, consider this sentence full of nonsense words: *The plinwibbled in the creft*. Even though the words mean nothing, you may be able to answer some questions. What wibbled? Where did it wibble? What did the plin do? Because you did not comprehend the sentence, though, you cannot say whether this action was a good thing.
- each pre-reading skills. Before starting to read something, look at it together. Look at the pictures, the titles or headings, the table of contents, and perhaps some introductory sentences. Discuss what sort of information you expect to find in this piece of writing. Then read the writing and talk about whether your expectations were correct. This sort of pre-reading is not just about skimming the information. It is about giving context to what your learner will read.¹⁶

Conclusion

There are four kinds of reading techniques can be used by the reader to comprehend the information on the text they are reading. They are reading aloud, reading deeply, reading broadly and silent reading. The whole kinds can be done by skimming or even scanning. By those ways the reader can get easily understand about the text. Of course by choosing the suitable technique on the text is read.

¹⁶Ibid

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