

## **CHAPTER II**

### **THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESES**

#### **2.1 Theory Review**

##### **2.1.1 Concept of Reading Comprehension**

Reading English text is important for students because by reading English text the students can catch the knowledge and information that might be useful for them. But is not easy to be good reader, moreover if the English text is complicated. The students need more understanding about main ideas of the reading text. Grellet (1986:107) states that reading is a constant process of guessing, and what one brings to the text is often more important than what one find in it. This why, from the very beginning, the students should be taught to use what they know to understand the elements, whether these are ideas or simple word. According to Brown (2004:306) there are two major reasons for reading (1) Reading for pleasure, (2) Reading for information in order to find out something or in order to do something with the information reader get. To apply Skipping as a technique reading means the students can get the specific information quickly without reading the whole passage.

Meanwhile, comprehension is the ability to understand something or the process of understanding something. As stated by Klingner (2007:151) comprehension is a person's ability to understand what being read or discussed. Pang et.al (2003:14) add that comprehension is an active process in the

construction of meaning. In other words comprehension is the essence of reading, active and intentional thinking in which the meaning is constructed through interactions between the text and the reader. In addition, comprehension is also defined as the complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involve many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types). Klingner (2007:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Based on the explanations above, it can be concluded that reading comprehension is the process by which the reader constructs meaning by interacting with the text.

### **2.1.2 Assessing Reading Comprehension**

Generally, reading-assessment tests require students to read certain passages of text and then answer questions based on what they have just read. According to Brown (2004, 385-386), the classic principles of classroom assessment apply to your attempts to assess reading comprehension. Specific about which micro- or macroskill(s) you are assessing; identify the genre of written communication that is being evaluated; and choose carefully among the range of

possibilities from simply perceiving letters or words all the way to extensive reading. In addition, for assessing reading, some attention should be given to the highly strategic nature of reading comprehension by accounting for which of the many strategies for reading are being examined. Finally, reading assessment implies differentiating bottom-up from top-down tasks, as well as focus on form versus focus on meaning.

In reading comprehension the are same aspect is assessed. According to Brown (2004, 187-188), there are two main fields that will be assessed in reading micro and macro skills. The objective of assessment in micro skill are (1) discriminate among the distinctive graphemes and orthographic patterns of English, (2) retain chunks of language of different lengths in short-term memory, (3) process writing at an efficient rate of speed to suit the purpose, (4) recognize a core of words, and interpret word order patterns and their significance, (5) recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms, (6) recognize that a particular meaning may be expressed in different grammatical forms, (7) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, the objective that are assessed in macro skill are (1) recognize the rhetorical forms of written discourse and their significance for interpretation, (2) recognize the communicative functions of written texts, according to form and purpose, (3) infer context that is not explicit by using background knowledge, (4) from described events and ideas. Infer links and connections between events,

conclude causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (5) distinguish between literal and implied meanings, (6) detect culturally specific references and interpret them in a context of the appropriate cultural schemata, and (7) develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Reading comprehension assessment are the most common type of published reading test that is available. The most common reading comprehension assessment involves asking students to read a passage of text that is leveled appropriately for the students, and then asking some explicit, detail questions about the content of the text (often these are called IRIs).

There are some variations on reading comprehension assessment however. For example, instead of explicit questions about facts directly presented in the text, the students could be asked to answer inferential questions about information which was implied by the text, or the students' comprehension might be tested by his or her ability to retell the story in the students' own words or to summarize the main idea or the moral of the story.

According to Brown (2004:234), in reading comprehension have some assessment that should be known by us. There are multiple choice for reading comprehension, answer question, editing task, informal task, scanning ordering task, non verbal task, informal task, transfer such as charts, maps, graphs, and diagnosis.

There are some aspects in assessing reading comprehension, McKay (2006: 230-231) said that teachers need to be aware that there are actually four main levels of assessing reading comprehension—literal, interactive, critical, and creative comprehension. They are :

1. The first level, literal comprehension asking for the direct literal meaning of a word, sentence or idea in a context. Literal questions ask for details (locating or identifying facts), main ideas, sequence (order of incidents or actions) and recognition of character traits. Literal comprehension asking about information that is directly stated in a selection, is important in and of itself's also a prerequisite for higher-level understanding. There are some bases of literal comprehension;

a. Recognizing stated main ideas

The main idea of a paragraph is the central thought around which a whole paragraph is organized. It is often, but not always, expressed in a topic sentence.

b. Recognizing stated details

The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, cause and effect relationships, inferences, and so on are built.

c. Recognizing sequence.

Sequence the order in which events in a paragraph or passage occur is signaled by time order words such as *now*, *before*, *while*, *yet*, *after*, and so on.

2. The second level is interactive comprehension. Interactive reading asks for generalizations, cause and effects, anticipation of endings, and the sensing of motives, etc. Some skills for interactive reading includes;

a. Inferring cause and effect relationship when they are no directly stated sometimes a reader needer needs to be able to infer a cause and effect that has been implied in the material. Brainstorming about cause and effect out loud may help children develop more skill in this area.

b. Inferring referents

Writing seldom, if ever, explicitly states the connection between a pronoun and its referent, so the task of determining the referent is an inferential one. It is includes: inferring referent pronouns, inferring referent of adverbs, inferring committed words.

c. Detecting mood

Certain mood and ways of using words tend to set a mood for a story, poem, or other literary work.

d. Drawing conclusion.

In order to draw conclusion, a reader must put together information gathered from several different sources or places within the same source.

3. The third level of comprehension is critical reading asks for evaluation and personal judgment. They may also be concerned with underlying assumptions author's in the text.

4. The fourth level is Creative Reading, creative reading is going beyond the material presented by the author. It require the readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.

There are also text-based questions that can be asked about grammatical and vocabulary knowledge. From the theory above, there are four levels of assessment in reading comprehension. However, the researcher used only one level of aspect that is the level of one literal comprehension with the indicator of recognizing stated main ideas, recognizing stated detail and recognizing sequences. researchers assume that the first level is suitable to be used at the Vocational High School level.

### **2.1.3 Concept of Skipping Technique**

Reading is an activity quickly respond symbols or emblems printed stationery with proper understanding and fast. There are some quick reading techniques in reading comprehension, such as skimming, scanning, Skipping and so on. But, the researcher will only discuss about Skipping technique. Reading quickly is the ability to read with attention the purpose of reading. Speed reading should be flexible, meaning that speed is not necessarily the same, sometimes slowly because of the ingredients and purpose we read (Soedarso, 2005: 18).

According to Haryadi in Abidin (2014:166), Skipping technique is a quick reading technique to find the main idea. this technique is a combination of Skipping and visual swing. Skipping can be interpreted as a jump reading technique that is reading by jumping-jump. the visual swing is a way of reading by swinging the eyes quickly and precisely, from some movement used in essence is the proper eye jump does not stop at certain lines. Skipping technique means reading by swinging an eye from an important part or subject to another important

part. Visual ability is the ability of the eye to see symbols inscribed in a certain time unit that produces the average speed of reading

Mechanical read-jumping or Skipping , which is read by springboard. That is, parts of the reading that are considered irrelevant to the literary elements that have been understood not ignored. Such passages skipped to reach the effectiveness and effectiveness and efficiency of reading (Mulyati 2003:5)

The ability to read quickly is choosing the content of reading skills which should be read in accordance with the purpose, which is relevant to the reader without wasting time to pursue other part that are not required (Soedarso 2005:18). When a quick read of a reading, either with engineering skimming, scanning, or Skipping the real purpose is not to search for words and pictures as soon as possible, but to identify and understand the meaning of the passage as efficiently as possible, then transfer this information into long-term memory in our brain. Someone who was reading fast a reader should be able to condition the brain work faster so that the concentration will be improved automatically (Hernowo 2003:33). Thus , the ability to read quickly is a peson's ability to intergrate motor skills in find the main idea in reading with cognitive ability or the content of reading comprehension which related to reading.

Reading speed is a reading technique that uses the eye focus on reading. According to Noer (2010:216) describes the notion read quickly. Description of reading speed test.

- a. Are you an efficient reader?
- b. What kind of reader are you?

- c. You will know in a few minutes after you have completed this speed reading test.
- d. You will get your reading speed as soon as you have finished your timed reading.
- e. You may then perform a comprehension test with a series of questions about the text you have just read.

Not only can understand the reading, but also the reader must also measure the time in reading. According to Noer (2010:157) understood that as person be regarded as an efficient reader when he know the type of reading that is read, besides the old parameter reading time, speed, and the percentage of understanding of reading is also a thing to considered also

The are categorized the ability reading speed. According to Subyantoro (2007:85) the ability to read quickly high school students categorized as follows:

- a. The number of words read in each minute, ranging from 250-325 words in each minute;
- b. An understanding of the contents of 70%;
- c. The effective speed reading 175-245.

Based on the explanation above, it can be concluded that the speed reading student high school is 250 words in each minute reading and understanding the contents of at least 70%. Figures 250 in each minute are pegged to class X, XI pagged the numbers 300 in each minute pegged XII class numbers 350 in each minute.

Furthermore, based on some understanding submitted to the experts, it can be concluded that a quick reading is the reading process for reading understand the contents of fast reading. Rapid reading is a skill skimming by conditioning the brain to work faster so the concentration will be improved automatically. In this case the reader is required to concentrate in order to streamline the process of reading time which is owned by thr energy thus released will also be are relatively short.

For understand how efforts efficient application of eye movements according to Soedarso, (2005:19-27) includes several training addressed here, among others; Training of perception, training of fixation, training widening the eyes, training rhythm eye movement, training concentration, training to find keywords guiding, and training unit grouping ideas. Trainings utilize speed and agility eye movements. Therefore, it can be argued that training in these fields is the essence of Skipping technique. More detailed training can be explained as follows:

a. Training perception words and phrases.

Training perception is performed collectively reading activities equally by the eye and the brain, the eye works like a camera, is photograhed the result is negative film. Furthermore, the result is a positive film. Eyes see and interpret brain that moments, so what you see is obtained. This perception training packed into some exercise. The usefulness of this exercise to eliminate the habit of vocalization, subvocalisasi, and regression. Training to read phrases can help too find the main mind which is usually a phrases. Training perception of words and

phrases can help readers eliminate the habit of vocalization, regression subvokalisasi.

b. Exercise extend reach of the eye.

The core of the fast read one of them is how the reading process can be expended not only in the area around the focus of the view, but also in the surrounding area. This is referred to as peripheral vision. This means that a person can catch as many words one glance if visual ability is formed. Understanding before it can be concluded that the readers will read more quickly if understand one phrase in one glance. Therefore eyesight peripherals must be trained and improved to make it more comprehensive and incive (DePorter 2000: 270-274). To train the eye range provided three kinds of exercises: 1. Focus the view on the numbers in the middle row. 2. Reaching said words to the left and his right. 3. Read the numbers from one to the last with moving the eye (Soedarso 2005: 31:32). Trainings delivered by soedarso very good to train broaden the reach of the eye (peripheral vision).

c. Rhythm training eye movements.

The training emphasizes the visual regular swing to see the word group. Technical implementation is to divide the discourse into three equal columns next big eyes trained to read groups of words regularly and rhythmically (Noer 2010: 51-56). By applying this exercise is expected to swing the eye can accustomed to seeing a bunch of words together.

d. Coaching improve concentration.

Reading is an active activity, responding to what sense read and it requires concentration there are two important events, avoid eliminating the things that cause the mind becomes tangled and focus seriously. The activities focus attention in earnest to do with exercise consisting of search for images and calculate low false linear points (Soedarso, 2005:50)

e. Practicing knowing keyword Guidance to facilitate following the pattern mind writer.

Keywords guidance includes an emphasis expression, modifier direction of word, illustratins words, extra words, conclusion (Soedarso, 2005:70-71). In his book in reading long sentence just need to focus in a few words is key that determines the content sentences. Based on what was presented Soedarso someone will be helped in understanding what he read, by finding keywords guiding practice.

f. Grouping training unit idea.

Essentially the idea is a unit grouping training exercise read at a conceptual level. This training has a purpose to gain speed reading, capture the meaning, and fluency swing eye view from one phrase (Harjasudjana 1981)

Based on the theories above, the researcher concludes that, Skipping technique is a technique of fast reading by Skipping jumps by sweeping the eye from the important part to another important part quickly and precisely and

Skipping technique is a quick reading technique by swinging the eyes or sight quickly from one sign to another.

#### **2.1.4 The Procedure of Teaching Reading Comprehension Through Skipping Technique**

The procedure is very important for doing something. There are must be known by English teacher in using Skipping technique as follows:

1. The teacher explains what is Skipping technique.
2. The teacher gives the students the text.
3. The teacher gives some question.
4. The student search key word from question.
5. The teacher asks the students to skip the text for the gist and for main ideas.

#### **2.1.5 The Advantages and Disadvantages of Skipping Technique**

##### **a. The Advantages**

1. The students are able to get the information quickly, precisely and specifically.
2. The students practice to think of clues to find specific information.
3. Thinks ahead hypothesizes predicts

**b. The Disadvantages**

1. Some student they are difficult to comprehend and apply Skipping as the technique in various text, such as novel and stolry.
2. Skipping technique is reading quickly, in this case sometimes the students ignore to select on the most information.

**2.1.6 Preview of Previous Related Researches**

In relation to the ability in reading comprehension, several researches have been conducted previously. Hari (2010) in this research entitled, "*Penerapan Teknik Skipping untuk Meningkatkan Kemampuan Membaca Cepat Siswa kelas XI IPA SMA Negeri Ngawi Tahun Ajaran 2009/2010.*" The subject of the research Indonesian Teacher and the Student of the research 31 students. Based on the conclusion he concludes that there is increase reading speed ability toward students' eleventh grade IPA SMA Negeri Ngawi academic year 2009/2010.

Based on the result of the researh as follows; the first, increase students' enthusiasm and leviliness when learning progress. Second, speed reading skills characterized by increased speed of reading, the percentage content of reading comprehension, and increase words in each minute.

Another reserach was also conducted by Uswatun (2009) in this researh entitled. "*Peningkatan Kemampuan Membaca Cepat untuk Menemukan Ide Pokok dengan Teknik Skipping Ayunan Visual siswa kelas X.11 SMAN 2 Semarang Tahun Ajaran 2008/2009.* Based on the data analysis that there is

increase reading ability to find main idea with Skipping Technique the students' tenth grade of SMAN 2 Semarang academic year 2008/2009.

Based on the result test of reading speed, prasiklus shows the score average 171 word each in minute or 49,22% and siklus one showed the score average 230 word each in minute or 65,95%. So, there is an increase 16,73%.

The researcher want to conduct this research because the reseracher want to know there is significant influence or not Skipping technique toward students' reading comprehension of the eleventh grade of SMKN 1 Kotabumi Lampung academic year 2017/2018. Then the researcher interested conduct this research because most of students in SMKN 1 Kotabumi Lampung have low score in reading and research that has been conduct before by Hari and Uswatun is about increase reading speed ability the students with technique Skipping.

## **2.2 Frame of Thinking**

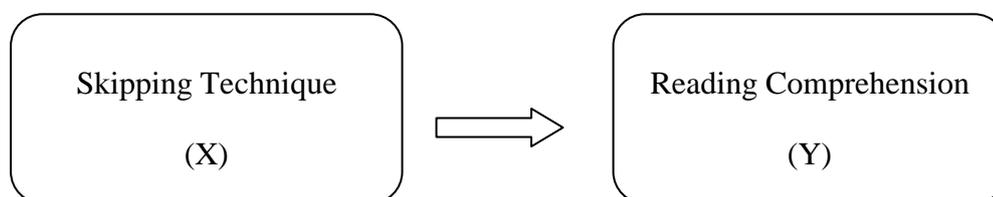
It is known that language is used to deliver message or idea in interaction among other with environment language can be described as means of communication that the users of language want to do. Convey emotion or express of feeling and experience to other people.

Students' reading comprehension can be developed through various techniques. The same technique might be better to be applied in reading ability. One of reading comprehension for the students in identifying the specific information. The students have to be able to identify the spesific information in

various types of text monologue and functional text as reading material for vocational high school based on the curriculum in SMK N 1 Kotabumi Lampung. In addition, those text contain the detail information that requires the students to identify. So that, a Skipping technique to be match with students perpose in reading. The aim is to get the specific information in the texts. An APpropriate technique is considered to influence students reading comprehension and it can be correlated.

Vocational high School Students have functional and monologue text as their reading based on curriculum 2013. Skipping technique suitable and appropriate to be applied as students technique in reading comprehension. They find a lot of specific information in functional an monologue text. So that, it's possible for applying Skipping technique as one of vocational high school students in reading comprehension. They can directly and quickly identity the specific information in the text without reading the whole passage. So, the researcher assumed that Skipping can be used as an effective technique to get positive influence for the students.

The influence of using Skipping technique in teaching reading can be shown in this frame of thinking as written below:



Picture 1 Research paradigm  
The influence Skipping Technique between Reading Comprehension

### **2.3 Hypotheses**

Based on the theories and frame of thinking, it can be described that this research has hypotheses as follows:

Ho: There is no significant influence of using Skipping Technique toward Students' reading comprehension at the eleventh grade of Sekolah Menengah Kejuruan Negeri 1 Kotabumi Academic Year 2017/2018

Ha: There is significant influence of using Skipping Technique toward students' reading comprehension at the eleventh grade of Sekolah Menengah Kejuruan Negeri 1 Kotabumi Academic Year 2017/2018