

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied. The concepts must be clarified to avoid confusion among the readers by quoting some experts view from some books in the related fields. The concepts will lead to a better analysis of the variable taken because they will help the research to limit the scope of the problem. The following concepts are used in this studied.

1. Reading

1.1 Definition of Reading

Christine Nuttall defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and the reader's language skill, cognitive skills, and the knowledge of the world. R. R. Jordan state that reading is a fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarizing and paraphrasing, and then writing essays, etc.⁴

According to John Downing, that reading is creation, the basis of its graphs representation.⁵ Leddy said that reading is a mental process for

⁴R. R. Jordan, 1997. *English for Academic Purpose*. New York: Cambridge University Press, p. 143.

⁵John Downing, *Comparative Reading* (USA : MacMillan Company, 1973zzz0, p. 32.

reading is known where to look to discover main idea a supporting idea.⁶
Reading knows how to appropriate the organization of thought and how to interpret and evaluate the material and defining the author purpose in reading. There are various definitions of reading to choose from. Eskey says that there is not yet completely valid explanation of reading, but, however imperfect the definition constitutes a necessary first step. Many specialists defined that reading is the process of putting the reader in contact and communication with ideas.

From the explanation above, all of them offer useful insight into reading instruction, that is why reading is very important for us because with reading we can get some information that can enlarge our knowledge. It is relevant to the first verse of the Holy Qur'an that Allah SWT commands human beings to read through the first revelations. Allah says

in Holy Qur'an, Al-,alaq: 1-5 :⁷

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: “ Proclaim! (Read!) In the name of thy lord and Cherisher, who created, created man, out of a leech like clot: Proclaim! And thy lord is most Bountiful, He who taught (the use of) the pen, taught man that which he knew not.”

1.2 Reading Comprehension

⁶Leddy, P, *Improve Your Reading* (USA : Mc Grawhill Book, 1956), p. 13.

⁷Tim penerjemah Al-Quran Terjemah Indonesia Inggris. 2008. *Al-Qur'an Terjemah Indonesia Inggris*. Solo: Penerbit Al-Qur'an Qamari, p. 1304.



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Reading is a language Process. Children being taught to read must understand the relationship between reading and their language.⁸ While someone's reading, the reader accept visual sensation of word or phrase which is in the text. After seeing that word, our brain tries to connect it with the information that we have known before, and then try to construct the meaning from the whole text. Information in reading passage can be found in two ways: by what is stated directly and written clearly on the page.⁹ Some individuals require adaptation to support the decoding process. Understanding is determined by the purpose for reading, the context the nature of the text, and the reader's method and knowledge. In teaching reading, instructor need to be involved in helping language learners acquire the literate skills which will aid them in comprehension text in standard English.¹⁰

1.3 Ability Reading Comprehension

Ability means as the quality of being able to do something a natural or acquired skill and course. If one does not have the ability, it means he lacks of knowledge, strength to do something. The assessment of reading ability does not end with the measurement of comprehension.¹¹ A person's ability can be judged on how much they know or achieve. Human being according to Al-Qur'an has the ability when the first time they were born.

⁸Arthue W. Heilman. 2005. *Principles and Practice of Teaching Reading*. USA: Charles E Merrill Publishing Company. P. 7

⁹Neil J. Anderson. 2008. *Active: Skills of reading*. China: Heinle. P. 26

¹⁰Beatrice S. Mikulecky. 1990. *A Short in Teaching Reading Skills*. USA: Addison-Wesley Publishing Company. P. 9.

¹¹Douglas Brown. 2004. *Language Assesment: Principles and Classroom Practice*. San Francisco: p. 185.

Based on the explanation above there are several definition of reading. It can be concluded that reading is the process of interacting the information from the printed page with the reader prior knowledge to construct the meaning from the whole texts. Reading is also called an active process because it involves our brain for linking the new information from the text with the readers' experience.

Reading with comprehension means understanding what has been read. Identifying words on page does not make someone a successful reader. When the words are understood and transcend the pages to become thought and idea then someone is truly reading. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purposes, making judgement and evaluating. A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. Reading comprehension is the process of making meaning from text. The goal, therefore is to gain and overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.¹²

Snow define reading comprehension as the process simultaneously extracting and constructing meaning.¹³ It recognize both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), and the same time formulating a representation of the information being presented, which

¹²G. Wooley. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Springer. P. 15.

¹³Catherine E. Snow. 2002. *Reading for Understanding : Toward an R 7 D Program in Reading Comprehension*. RAND. P. 11.

certainly requires building new meanings and integrating new with old information (constructing meaning). Therefore, the words constructing and extracting are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Based on the definitions above, it is concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects proceed both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

1.4 Comprehension text

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. The teacher has to realize that reading is purposeful and meaningful for the students, and it divides the purpose of reading into seven, they are:

1.4.1 Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is common reading ability, and it is as a relatively cognitive process. It is used often in reading task

and it is probably best seen as a type of reading ability. In reading to search, people typically scan the text for a specific piece of information or a specific word. Similarly, reading to skim is a common part of many tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text.

1.4.2 **Reading to Learn from the Text**

Reading to learn typically occurs in academic and professional context in which a person needs to learn considerable amount of information from a text. It requires abilities to:

- a. Remember main ideas as well a number of details that elaborate the main and supporting ideas in text.
- b. Recognize and built rhetorical frames that recognize the information in the text.
- c. Link the text to the reader's knowledge base.

1.4.3 **Reading to integrate Information, Write and Critique Text.**

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique text may be text variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

1.4.4 **Reading for General Comprehension**

Reading for general information is the most basic for reading, underlying and supporting most other-purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of mind idea, and efficient coordination of man, process under very limited time constant.¹⁴

2. Teaching Reading Comprehension

The process of comprehension before we start to „read“ and continuous even after the „reading“ is finished. Good readers used pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during „reading“ itself. By dividing instruction into pre-reading, during reading, and post-reading.¹⁵

2.1 Pre-Reading Activities

This stages is useful to prepare the learners before they are going to read text. Pre reading activities do the following:

- a. Guess the topic of the text from headings, illustration, etc.
- b. Brainstorm around a topic word.
- c. Predict what the text will say.

¹⁴William Grabe and Fredricka L. Stooler. 2002. *Teaching and Researching Reading*. Longman. P. 13-14.

¹⁵Professional Development Service for Teachers. 2012. *The Reading Process*. P. 9.

d. Write question that might be answered by the text.

In addition, when readers prepare to read, they activate background of knowledge (schemata), set purpose, and plan for reading. Students often make predictions about the content of the text and preview the selection during the pre-reading stage. It can be concluded that the most important thing in pre-reading stage is helping the students to tap their prior knowledge and making predictions about the text.

2.2 During Reading Activities

This stage helps the learners understand the text. Students use their knowledge of decoding and word identifications, high frequency words, strategies and skill to understand what they are reading. In this stage, the learners may first do an easy scanning or skimming task, then a task requiring more through comprehension. This stage is useful for the readers in understanding the text.

During reading activities do the following:

- a. Scan for two or four items of information.
- b. Skim for the general idea.
- c. Answer the question
- d. Complete a table, map or picture.
- e. Ask each other question.

2.3 Post-Reading Activities

In the post reading activities help the readers connect what they have read with their own ideas and experience. This stage help students clarify

their understanding about the text and synthesize the newly developed knowledge.

Post reading activities do the following:

- a. Discuss what was interesting or new in the text.
- b. Discuss or debate the topic of the text that is controversial.
- c. Do tasks on the language or structure of the text.
- d. Summarize the text, either orally or writing.

3. Design

Design is a generalized set of classroom specification for a accomplishing linguistic objective. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic as subject matter objectives, sequencing, and materials.¹⁶ Although methods may also be taken to include the more specific features of the scientific enterprise such as forming concepts and hypotheses, building models and theories, and sampling procedures, we will limit ourselves principally to the more general techniques which researchers use.¹⁷ Method is a way that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal as a teacher cannot get the learning goal if teachers do not have the variation method in teaching.

Based on the sentences, it involves the design of a syllabus for the

¹⁶H. Douglas Brown. 2002. *Teaching by Principles: An Interactive Approach to Language pedagogy*. California : Longman. P. 16.

¹⁷Lois Cohen, et. Al. 2007. *Research Method in Education*. New York : Rouletdge. P. 47.

course. There are three terms is often confusion among the terms. Approach, method and strategy, this terms view as point of language and continue from the theoretical (approach) in which basic beliefs about language learning are considered to design (method) in which practical plan for teaching a language is considered, to the detail technique where the actual learning activity take place.

4. Procedure

4.1 Definition of Neurological Impress

Neurological Impress Method is a remedial reading method where by the student and instructor read aloud together in unison. A tutor and a student read aloud together from one shared copy of the text.¹⁸ The instructor leads the reading while a finger is slid along under the words of the sentences being read. Care is taken that the finger is precisely located where the word is being read. The instructor sits to the right side and to the rear of the student. The instructor's voice is directed toward the right ear of the learner. Reading one-on-one this way can be intense for students, so initial NIM sessions should be kept to just a few minutes. Even over time, most sessions should last no longer than 15 minutes. No corrections are made during or after the reading session.

4.2 How to Use Neurological Impress

In the beginning the teacher should make the child aware that they

¹⁸Commonwealth of Australia. 1999. *Programing and Strategies Handbook*. NSW. P. 36.

will be reading together each day for 15 minutes to improve the child's reading. The accompanying reader should be the same person throughout the program and he/she should also be thoroughly familiar with the goals of the program and important factors for becoming a fluent reader. The teacher should participate in the selection of the reading materials, making sure that they will be easy for the student. Because anticipation of potentially problematic words is also required, the teacher should be thoroughly familiar with the student's reading abilities. The teacher also refrain from quizzing the child about the materials they have just read, nor can he/she turn it into a lesson in getting clues from context or sounding out the words. All comments made must be positive.

- a. The student sits on the teacher's left and holds book. They read out loud simultaneously, the teacher being sure to read at the same rate as the student.
- b. At the same time, the teacher uses a finger or a pen to point to the words as they are read, moving the pen slowly, to focus the child's attention to both the words and the smooth flow of the reading.
- c. This flow is only interrupted when a problem word is reached, at which point the pen is held at this word and the child is given the chance to sound it out (aided or not as the case may be). If it is a sight word, the teacher should provide it quickly for the students to repeat and reading should continue (the word is simply noted for later review, which accurs at the beginning of each subsequent lesson, until it is read as a sight word 3 to 4 times).

- d. As the child progresses, the teacher may let the child take the lead in reading while he/she trails slightly behind as reinforcement.
- e. In order for the child to see his/her progress, two sentences or one minutes of reading may be repeated at each session and the errors graphed, over time since, with practice, the number of errors will decrease and/or amount of text read will increase.

4.3 Advantages of Disadvantages Neurological Impress

Table 2.1
Advantages and Disadvantages Neurological Impress

No	Advantages of Neurological Impress	Disadvantages of Neurological Impress
1	Develops reading comprehension	Reading aloud requires more power than reading in the heart.
2	Helped impress the words into the learner's memory	Reading in the heart is more popular than reading aloud.
3	Helps learners imitate correct pronunciation, intonation, and phrasing	Reading aloud caused a commotion
4	Increases confidence in reading	
5	Models reading comprehension and mechanics	
6	Provides a pleasant, non-threatening reading experience	
7	Provides immediate feedback and success in reading	

B. Related Study

In this planning research, the researcher found the other related study from as follow:

- a. Thesis by Nurlaila (2009, UIN-SU) by the Title “The effect of critical reading and problem solving strategies on the students” ability to comprehend based-genre reading text at MTsN 2 Medan” the aim of the study are to find out more about critical reading and problem solving strategy in teaching reading, to analyze the difference between critical reading and problem solving strategies, the population of her research 1032 students in 23 classes and the random sampling technique was used in taking 86 students as sample, the instrument in her research test and post test. The data were analyze by using t-test. Finally, the result of this research showed the t-test 2.13 is the greater than t-table 1.67. it means that the null hypothesis is rejected and the alternative hypothesis is rejected and the alternative hypothesis is accepted.
- b. Iqbal Faisal Rambe (2012, UIN-SU). His thesis on the title “Improving Students Achievement in reading comprehension through team pair solo”. The subject of his research was class VIII-2 MTs Al-Jihad which consisted of 41 students. The research was conducted in two cycles, cycle I consisted of 4 meetings and cycle II consist of 2 meetings. The instrument of collecting data were quantitative data (reading comprehension test) and qualitative data (diary notes, observation sheet, and questionnaire sheet). Based on the reading comprehension scores, students” score kept improving in every reading comprehension scores, students” score kept improving in every reading comprehension test. Based on diary notes,

observation sheet, and questionnaire sheet, it was found that the students were active, interested, and enthusiastic in reading. The result of the research showed the team pair solo significantly improved students achievement in reading comprehension.

- c. Yemima Alberti (2014, UIN-SU) by the Title “Improving Students” Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII of SMP N 1 Pondok Kepala Bengkulu Tengah”. She found that in this research, the researcher used quantitative and qualitative data to see the improvement of the students’ reading comprehension and the factors influence the changes of the students’ reading comprehension. The instruments of this research were reading comprehension test, observation checklist and field notes, and interview. Based on the result of the test, the students’ who passed the standard score improved from 30% in the preliminary data 73,33% at the end of the research. It means that story grammar strategy improves students’ reading comprehension that was influenced by students’ factors (attention, interest, and participation) and teacher’s factors (choosing the material and classroom management).
- d. Sori Merianda Sigalingging (2017, UNIMED) by the Title “Teaching Reading Comprehension of Analytical Exposition Text to the eleventh grade students of SMA in Medan”. The study aimed to describing how the teachers teach reading comprehension of analytical exposition text to the eleventh grade students of SMA in Medan and revealing the underlying reason why they do that way. This study was conducted by using

descriptive qualitative research design. The data were recorded utterances of the teachers and the students during the teaching reading process and transcript of the interviewing and analysis by using Miles and Huberman technique. The finding of the study showed most of the teachers' way didn't focusing on the teaching reading comprehension but rather focusing on teaching the knowledge of genre because they did not provide the use of text structure knowledge which is considered as a help to enhance comprehension.

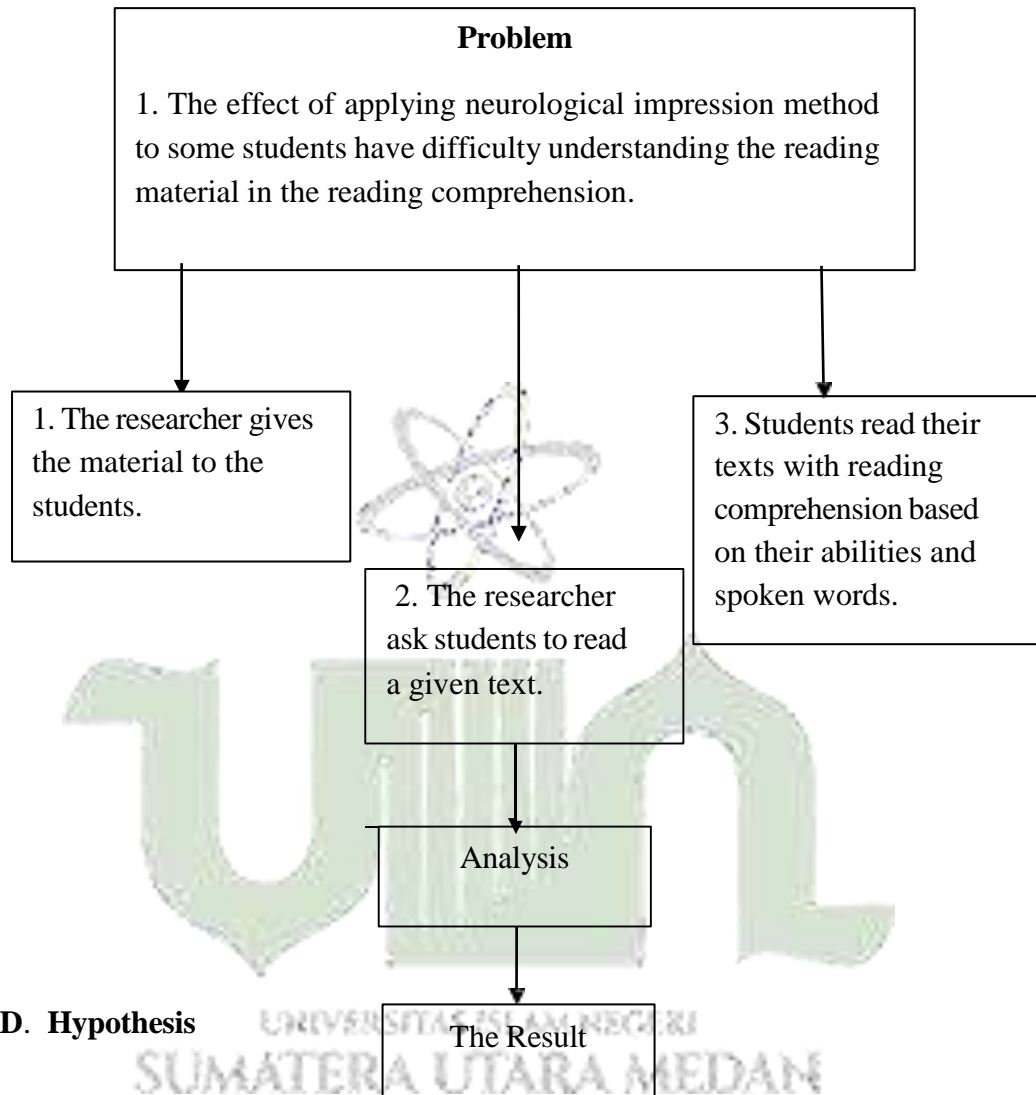
C. Conceptual Framework

This research try to find Neurological Impress Method as a tool to know the students' reading comprehension. Neurological impress is a method using by all readers to find relevant information in a text. When neurological impress, the reader has to observe the author's use of organizers such numbers, letters, steps, or the words, first, second or text. It is fun method that can be used by any levels or any subject, it can make the students confident to read a text and easier to get the topic of the text by combine the sentence to the sentence and it is very easy to do because they do not need other particular tool just use the eyes and hands and the other instrument sense, but need the skill for use it.

By applying neurological impress method to increasing the students' ability in reading. It will be influenced the students to be more enthusiastic and interested in reading about narrative text. Learning by applying this method will have the students to increasing their reading ability because

this method gives an opportunity for students to reading.

Figure. The Conceptual Framework



The hypothesis will be formulation as the following:

H_a = there is a significant effect of applying neurological impress on the students'' in reading comprehension

H_0 = there is no significant effect of applying neurological impress on the students'' in reading comprehension.