

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The Definition of Reading**

Chastain (1976: 308) says "Reading is the skill in which the students will have the greatest ability at the end of their language study".

Harris (1962:9) defines reading as the meaningful interpretation of printed or written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting a variety of ways. Harris (1962 :9) explains the act of reading starts with the focusing of the two eyes so that they center on particular symbols, meaning of sensing is reading starts with focusing of two eyes so that they center on particular symbols. At this level, reading requires legible symbols, adequate light so eyes are able to focus clear pattern on retina. The meaning of perceiving is reading has visual sensation. The visual sensations are aroused by the printed symbols and already existing memory traces of visual appearance of the thing of spoken word and of its meaning. Reading is process in which meaning build up the concepts aroused by the printed words become organized into larger and more comprehensive idea. Reaction in reading means reading evaluative as one reads. The reader stops to think about the ideas, he commonly gives a running commentary when he reads.

Lewis (1987: 52) says "reading is not actually done with the eyes but reading is also a mental activity". It means that it is done with the mind; the eyes acting as sensory extension of the brain

## **2.2. The process of reading**

Keen (1997:3) states there are steps that must be obtained in order to be better reader. The separate steps are:

### **2.2.1. Preparing to read**

The reader must ask some of the questions before they start to read. Some of the following question are *why am I reading this?, what do I hope to understand or learn?, what should I know when I finish?, what do I already know about this subject?, what do I think the authors will write about?, what are my value, attitude or biases toward this subject?.* Taking the time these question and discuss them with others is time well spent. Your mind better will be better prepared to absorb new information and new idea. It will be more prepared for complexity.

### **2.2.2. Reading activity**

In this stage, the meaning of reading activity is the reader should concentrate to get information and ideas in to mind as the reader reads. In the same way, readers who lack focus rarely understand what they have read. All readers will sometimes arrive at the bottom of a page only to realize they can recall little of what they have just read. Their eyes moved over words, but their minds were inattentive, thinking of something else. They lacked focus.

To develop this concentration or focus, the readers mind must be activitied with many strategies that can occur while reading. In fact, a good reader is often very tired after a hard session with a difficult text.

### **2.2.3. Working with what we read**

The meaning of working with what we read is the reader has a special time to summarize, elaborate and connect, reflect upon, evaluate, react and respond to argue, and write about the ideas he has just read.

After knowing the stages of the path to get a better reading, the reader should notice the principle of good reading. The first principle is the reader must learn faster to know the ideas the details; the second is the reader should be able to understand the writer organization. The next is the reader should read without concerning the word and they should not reread the words.

### **2.3. The Importance of Reading**

Reading is basic skill to gain a success in real world. For some people, reading is an enjoyable activity. On the other hand, many people consider reading is a tiring and boring activity.

In senior high school, reading has the most priority in a learning teaching activity. A student who is failing to understand a reading material will get many difficulties during and after his learning. Reading plays very important role in facilitating the students who expects to gain success from his study.

In working field, a person needs to have reading remains as the top priority. Now days, many occupations require a good reading capability. People, who need to go himself to high of education or specialized training, will consider reading ability is important. The importance of reading is real if one considers his future. When he cannot read well, he

will get difficulty in his life if he grew older, he feels his capability is lower and getting slower. He is almost sure the "wanted" occupation will be closed for him. A success person is a person who read a lot in his childhood. The reading ability will affect him when he grows up. It is obvious that reading is basic skill to gain a success.

## **2.4. Speed reading**

### **2.4.1. The nature of speed reading**

Speed reading is reading quickly in good comprehension. Speed reading teaches the reader to read group words instead of single word, the reader will have self confident when reading, he can learn the appropriate way in moving his eyes when reading and it helps the reader to overcome many faulty habits.

Speed reading has some rules such as the students should not open the dictionary and make an unnecessary word during the implementation of reading practices. Speed reading should have appropriate material. The material should be easy because it does not teach the vocabulary and grammar. The enjoyment condition of the classroom is very important in this technique. The student can be motivated to read to more and practice this strategy regularly. By practicing this technique routinely, the students can be a better reader.

The advantage of speed reading is the reduction of the faulty habits that the students implement during the reading practice. Harris (1970:493-499) gives six faulty habits of reading that should be reduced; otherwise, it will give great influence in the student fluency of reading. The first is an

excessive word analysis. It means the reader read syllable by syllable or letter by letter. The reader makes the excessive word analysis when he overemphasizes phonic while reading. The second is the reader has slowness in word recognition. It means the reader pauses between each two words. The third are the lip movements and sub vocal reading. The lip movement and sub vocal reading happen when the reader tends to mumble or make lip movements during silent reading.

The fourth are finger pointing and head movement, it means the reader points the words with finger and moving the head reading. The next faulty habit is a word-by-word reading. The last faulty habits are a return sweep and regression. A return sweep is “a smooth continuous movement back to the beginning of the text line” it means the reader return to see the words at the beginning of the next line. Whereas a regression happen when the eyes see the words more than once. It is “the eyes move backwards to get second look at something that was not clearly seen.”

#### **2.4.2. The implementation of speed reading in the class room**

Before the implementation of speed reading in classroom, the teacher should explain the nature of speed reading and the rule of speed reading .in addition, the teacher has to give the students some examples so the students can figure out what speed reading is. The relaxed, nature, calm, easy and comfortable condition in the classroom is very important while conducting speed reading. It means the student do not feel worry, afraid, depressed when implementing speed reading but it is a chance to change their slow reading.

The students do not have any help from the teacher before and during the application of speed reading especially the vocabulary and grammar. The teacher chooses the material from a published workbook to avoid the student's frustration.

The obstacle when implementing speed reading is many students still have faulty habits when applying the reading practices. The faulty habits can interfere the students reading score. However, the students who able to reduce their faulty habits will gain the benefits of speed reading, the reduction of the faulty habits.

In implementing speed reading in the classroom, the teacher measures the time using a stopwatch as an instrument in the research. The teacher tells the time every one minute and ten seconds by saying loudly by saying loudly to the students or pointing at the time on the whiteboard. When the students seem to have stopped reading, the teacher will stop the timing. Then, the teacher asks the students to write the time spent of reading. After the reading activity, the teacher gives the comprehension questions and allows three minutes to answer them. The students cannot refer back to the reading passage because the teacher gives separate paper for the reading passage and the comprehension question. Each paper is numbered according to each practice of speed reading.

The main teacher's role in the teaching of speed reading in the classroom is as a guider in timing the students reading. The teacher cannot help them in the vocabulary or grammar during the implementation of speed reading. The teacher will discuss the reading passage and the

comprehension questions after the implementation of speed reading and give chart of the student's speed reading practice.

#### **2.4.3. The efforts to improve the speed reading score**

The researcher chooses timed reading considers its benefit. It gives a clear report of the students reading score. It has three components: reduce the faulty habits, encourage the students to read more and give the silent reading exercises.

Harris (1970:504) said that the time reading give a teacher a definite record of progress in speed and comprehension. In reading, the teacher must fulfill three major components: overcoming the faulty habits, motivating the students to do a lot of easy reading, it means there are no difficulty in the vocabulary and comprehension in the material. Then third component is a series of reading exercises with the comprehension check.

#### **2.5. Speed reading techniques**

Speech reading is collection of methods of reading which at tempt to attain higher rates of reading without unacceptable reduction of comprehension or retention (BC Business Network, 2007; [www.blog.trbn.com](http://www.blog.trbn.com)).

According to Able ([www.blog.tbrn.com](http://www.blog.tbrn.com):2004), speed reading is characterized by an analysis of trade offs between measure of speed reading and comprehension, recognizing that different types of reading call of different speed reading and comprehension rates, and those rates may be improve with practice .

### **2.5.1. Getting ready to read**

There are four kinds' techniques of getting ready to read. First, eliminate all distraction, it means that getting rid focus in the reading material. Second, determine the purpose reading means that before reading state purpose reading what kinds of literature. Third, do minute pre reading it means that to treat a book like a jigsaw puzzle. Fourth, read the key chapter means that before reading start reading the key chapter and get the central idea.

### **2.5.2. Rapid reading techniques**

There are eight kinds' techniques of rapid reading. First, raise speed comfort level means to start reading with comfortable situation, for example play a CD while reading. Second, quite sub vocalizing means that reading does not sound out the word bus pass into the mind directly from the eyes, skipping the mouth and ear. Third, use finger names that using finger to help reading the material. Fourth, break the back skip habit means that starting reading without repeating or dwelling on a word just passed.

Fifth, use peripheral vision means that starting reading follow the line. Sixth, learn to read key word means that training the mind to find the key word. Seventh, eliminate "Bus stop" means that starting reading with trying to reduce the eyes moving smoothly line after line. Eighth, set goal means that managing the time hour fast in reading for example 100 pages an hour.



### **2.5.3. Retention techniques**

There are 3 kinds techniques of retention techniques First, underline circle, make margin note means that give mark at highlighting word. Second, transfer key notes to front book means to link information that useful. Third, considering drawing a "Mind Map" of the content means that to remember the entire book on single page as idea and pictures, no word.