

CHAPTER II

THEORYTICAL REVIEW

A. Theory of the Study

1. Reading comprehension

Reading is one of four language skills. Read is a basic component of a person could have an understanding or something more knowledge, because with reading, one will become increasingly rich in knowledge. Reading is is an activity by someone to obtain information or prior knowledge known to readers. Many ways what humans can do read to enrich his knowledge. Reading books is a way for children to be enriched vocabulary, and the most important thing is create a comfortable reading atmosphere so that reading activities can run smoothly effective Scott and Ytreberg (2003). Reading comprehension can defined as a series of processes readers do to find information and understand that information contained in a reading text. Linse (2005) stated that “reading comprehension refers to reading for meaning, understanding, and entertainment.”

According to Rizal (2014), in learning process, the reading comprehension ability is the key for the students to get success. Most of the students obtain knowledge through reading activities. The knowledge gained by the students is not only derived from the process of teaching and learning at their campus, but it also gained through the activity of reading in everyday life. Therefore, the ability to comprehend the reading texts is

an important part in increasing the students' knowledge and experience. Then reading is one of the language skills that plays an important role in the society. Comprehension is the process of making sense of words, sentences and connected text.

Meanwhile, understanding is the ability to understand something or the process of understanding something. As stated by Klingner (2007) comprehension is a person's ability to understand what is being read or discussed. Pang et al (2003) adds that understanding is an active process in the construction of meaning. In other words, understanding is the essence of reading. Active and intentional thinking in which meaning is constructed through interaction between the reader and the text. In addition, understanding is also defined as a complex cognitive process that involves intentional interactions between the reader and the text to convey meaning.

Reading comprehension involves more than the reader's response to the text. Reading comprehension is a very complex, multicomponent process that involves many interactions between readers and what they bring to the text (prior knowledge, use of strategies) and variables related to the text itself (interest in the text, understanding of the type of text). Klingner (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes which include reading words, knowledge of words and the world, and fluency. Based on the explanation above, it can be concluded that reading

comprehension is the process by which the reader constructs meaning by interacting with the text.

Reading is one of the important skills to master, because every student will get a lot of various information and various sources. In reading comprehension we need to know that one of the activities that can improve the knowledge and skills of each student is reading, so this is very important for everyone, especially every student to understand more about reading comprehension. Reading comprehension is one way so that students can more easily read and understand important matters such as, it is easier to draw information from a text in forming interpretations of existing information. Reading is one of four language skills. Read is a basic component of a person could have an understanding or something more knowledge, because with reading, one will become increasingly rich in knowledge. Reading is is an activity by someone to obtain information or prior knowledge known to readers. Many ways what humans can do read to enrich his knowledge. Reading comprehension can defined as a series of processes readers do to find information and understand that information contained in a reading text.

Reading comprehension is often referred to as a process of extracting and constructing meaning simultaneously through interaction and engagement with written language. Then, reading comprehension is generally the most obvious understanding, that is an ability to understand information in a text, and can also interpret it correctly. Comprehension is

a main goal of reading activities. By reading comprehension, everyone can get information from the written text they have read. Then, it can be concluded that reading comprehension is the process of receiving information between the reader and the text, when the reader understands the information contained in the text by relating it to the reader's knowledge. Readers understand the information they get, the situations they face, and the facts they face based on the knowledge that readers already know. Parmawati (2017), divides reading comprehension into four levels. They are: literal comprehension, interpretive comprehension, critical reading, and creative reading. The basis of literal comprehension is admitting stated main ideas, details causes and effect, and sequences.

a. Assessing Reading Comprehension

Generally, reading-assessment testsy require students to read certain passages of text and then answer questions based on what they have just read. 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.

Reading comprehension activities must be able to run well and sustainable. Reading activities can be said to be good and successful meet the criteria for assessing reading skills. Evaluation reading skill is one aspect of skill language that has its own judgment. To get good reading skills, then one must Mastering several reading skill assessment criteria. As for the criteria for assessing reading skills according to Nurgiyantoro (2013) namely, understanding the details of the contents of the text, smooth disclosure, diction accuracy, sentence structure accuracy, and meaningfulness story.

Assessment of reading skills in this study, researchers modifying the assessment aspects mentioned by Nurgiyantoro (2013) into three aspects, namely understanding, fluency, and accuracy. Where understanding explains about student understanding about forms of reading comprehension with skipping techniques, the accuracy of explaining about accuracy of reading comprehension with skipping techniques, and fluency in explaining about the problems that exist in reading comprehension with the skipping technique.

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 assessments are the most commonly available type of published reading test. The most common reading comprehension assessment involves asking students to read passages of text that are leveled to students, and then asking several explicit and detailed questions about the content of the text (often called IRIS).

However, there are some variations in the assessment of reading comprehension. For example, instead of explicit questions about facts presented directly in the text, students can be asked to answer inferential questions about information implied in the text, or students' understanding can be tested by their ability to retell the story. In students' own words or summarize the main idea or moral of the story.

2. Visual Swing Pattern Skipping Technique

Zhou Rong Zui (2008) stated "fast reading like skipping, skimming, and selecting." Jump reading technique or skipping, namely reading with skips. That is, parts of the reading that are not relevant to his

needs or the parts of the reading he has understood are ignored. Such passages of reading are skipped to reach reading effectiveness and efficiency.

High speed will be obtained by the reader if the reader is able to do skipping (eye movement exercises in the form of jumping towards groups of words which are expressions of emphasis). Of course the parts that are skipped are the ones that are not essential. These non-essential parts include those deemed unnecessary for a response.

Visual swing skipping is a mix between skipping and swinging visual. Skipping can be interpreted as a skip reading technique, namely reading with jumps. Reading skipping means reading by swinging the eye from the highlight or main to the highlight while the visual swing is a way of reading by swinging eyes quickly and precisely. It can be concluded the visual swing skipping technique is a jumping reading technique by swinging the eyes from the important part to the other important parts quickly and precisely.

The visual swing skipping technique can be used to improve reading comprehension skills to find main ideas. Technique skipping visual swing is a reading technique jumping from an important part to another other important parts quickly and precisely. By swinging the eye fast and precise, students can read quickly and find the main idea quickly too. The skipping technique is a type of skimming technique. Soedarso (2004:86) eye movements in skimming, namely the eyes move in the first

lines that contain the main idea of the paragraph then jump and stop at some facts, certain important details that support the main idea. Of the several movements that are used in essence is the eye jump right, doesn't stop at certain lines.

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According to Haryadi in Abidin (2014), Skipping technique 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.

3. Use of the Visual Swing Skipping Technique

The use of visual swing skipping techniques in learning to read quickly to find the main idea, there are several steps that can be done by teachers, including:

First, practice reading the phrases. This exercise involves reading phrases mechanically and read phrases conceptually. Read the phrases individually mechanics emphasized on mechanical development, namely eye movement and capacity see some words. On reading the phrase conceptually that is understanding and interpretation of the meaning of the reading.

Second, practice reading sentences. In this exercise, the reader is required can swing his eyes from sentence to sentence and all at once understand the meaning. Readers can pause on each end of sentence. However, the reader must still understand the meaning of the reading he read.

Third, practice reading paragraphs. Reading paragraphs means readers required to study paragraph by paragraph. Eye swings are focused on series of sentences that form a paragraph. Read paragraphs through two stages, namely mechanically and conceptually. Mechanically aims to move the eye quickly and precisely in settling the elements contained in the paragraph while conceptual training to understand paragraphs read and can understand the overall meaning contained in a reading.

Then, this visual swing skipping technique really needs to be given to students so that this can be used to practice the reading skills of each of these students. With this technique, students will get many benefits by reading faster and understanding. Skipping technique visual swings in each lesson in understanding each reading to find main ideas that will engage all students individually. Then, with the implementation of this learning, students will be directly involved to improve their reading comprehension skills.

4. Visual steps for the swing pattern skipping technique

In reading comprehension there are steps in implementing the visual swing skipping technique, namely:

1. We as teachers must convey the goals and motivations of these students. The teacher can convey all the learning objectives that will be achieved in the lesson. Then, the teacher motivates students in learning.
2. The teacher conveys the material to be taught. In this phase the teacher explains the material in reading comprehension to find the main idea.
3. Explanation of the steps of the visual swing skipping technique. These steps start from reading phrases, widening the range of the eyes, reading sentences, and reading paragraphs.
4. Students practice the steps of the visual swing skipping technique.

Learning through the visual swing skipping technique can be used as an option in learning reading comprehension to find main ideas because the visual swing skipping technique can train students to be able to swing

their eyes quickly and precisely with the process of reading comprehension jumping or jumping from important parts to other important parts. through several stages.

Syntax learning reading comprehension to find ideas the principal consists of six phases, namely conveying goals and motivating students, delivery of material, explanation of the steps of the skipping technique visual swing, implementation of visual swing skipping technique, achievement of results, and reflection. Speed reading learning finds main ideas with skipping techniques visual swing trains students to be active in finding main ideas on their own what's in the reading. The visual swing skipping technique will make it easier for students to find the main idea quickly and precisely so that reading activities what students do will not be in vain. In the swing skipping technique visually there is a procedure that in using these techniques, students look for main ideas in individual readings.

5. ELT in Senior High School In Indonesia

The Indonesian government allocates English as a compulsory subject for Senior High School (SMA). However, students' English proficiency in Indonesia is still weak compared to other countries. Among the English skills, reading comprehension skills are the most focused skills for secondary school students.

The purpose of teaching English in Indonesia has been stated in the Decree of the Minister of Education and Culture No. 096/1967 on

December 12th, 1967, the decree is to develop students' communicative English skills which are included listening, reading, writing and speaking skills (Hamidah and Yanuarmawan, 2019).

The spread of English is now increasingly widespread and continues so people in developing countries including Indonesia recognize that language English has an increasingly dominant influence and role in several parts of the world. In fact, a variety of information about world science and technology is in part mostly delivered in English. Global communication relies heavily on English language skills because English has become a means of access to information and valuable resources conveyed through various media, both print or electronic. Indonesian people are increasingly aware of the importance of having English language skills, both oral and written skills. Therefore, the Indonesian government decided the policy that English was the first foreign language taught in schools, starting from the elementary school level to the tertiary level. The Indonesian government also allows the use of English as the language of instruction in the world of education. Even several top schools in various big cities regions in Indonesia provide added value with semi-international programs through use of English as the language of instruction in schools.

According to Hamidah and Yanuarmawan (2019) at the level of vocational schools and colleges, teaching English should have begun to emphasize the development of communication skills in certain fields of

study because it is assumed that ideally students have have knowledge of English grammar and even be able to use it in a real situation. They should use know C SC mlC[IHZ X]B9UBO]ledge of English them to learn the English language needed in

the fields certain. General language knowledge will be very helpful in understanding texts English in certain fields which are somewhat different from general texts. The difference lies not in the knowledge of the language, but in knowledge regarding the text.

According to Hamidah and Yanuarmawan (2019) The syllabus for teaching English at SMK is still focused on teaching the language general English or still use the General English (GE) approach. Every use the same syllabus, so that the material is not oriented to the field of study each department, while the suitability of the syllabus with the field of study of SMK students is one of the factors that influence the success or failure of learning. Thus, the creativity of English teachers in SMK is needed to be able to designing syllabus for English courses according to the needs of the profession will be lived by students when they graduate from the majors at school or with apply English for Specific Purpose (ESP).

B. Previous Studies

The first, with regard to reading comprehension ability, several studies have been conducted been done before. Day (2010) in this study entitled, "Implementation Skipping Class Techniques to Improve Students' Speed Reading Ability XI IPA Ngawi State Senior High School 2009/2010 Academic

Year.” Research subject Indonesian teachers and students in this study totaled 31 students. Based on conclusion he concluded that there is an increase in reading speed towards class XI IPA Ngawi State Senior High School 2009/2010 academic year. Based on the research results as follows; First, improve students enthusiasm and levity during learning. Second, speed reading skills marked by an increase in reading speed, the percentage of reading content understanding, and improving words in every minute.

Second, research that has been conducted by Uswatun (2009) in this research 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 third, Relating to reading comprehension ability, several previous studies conducted. Candra (2018) in this study entitled, "the influence of using skipping technique toward students’ reading comprehension of the eleventh grade Vocational High Schools Negeri 1 Kotabumi Academic Year 2017/2018” english teacher and student research subjects from several student studies. Based on these conclusions it was concluded that there was an increase

in student enthusiasm and frivolity during learning, increased reading skills, and increased reading comprehension in every word every minute.

Previous research has similarities with this study, namely the application of the visual swing pattern skipping technique to students' reading comprehension. However, this previous research focused on improving students' reading comprehension. However, this research is slightly different from the research above where this research focuses on the effectiveness of the visual swing pattern skipping technique for class X students of SMKN 2 Seluma on reading comprehension.

C. Conceptual Framework

In this study begins with the implementation of the 2013 curriculum. The curriculum is a set of plans and arrangements regarding objectives, content, and lesson materials, as well as the methods used as guidelines for organizing activities learn to achieve certain educational goals. Law No. 20 of 2003 about SPN. In Herry Widyastono (2015,119). In the 2013 Curriculum there are several aspects that are mastered in learning Indonesian. One of them is the aspect of reading.

The reading aspect is divided into several competency standards and basic competencies applied in the learning process coherently and systematically. The basic competency aspects of reading are contained in the 2013 Curriculum explains that students are able to read.

The learning process in class X SMKN 2 Seluma which is one of the places that will be used as research objects, there are problems, especially in

English subjects. The problem in this lesson is that students have not been able to apply reading comprehension using the skipping technique with visual swing patterns. So with that in this study, researchers will apply reading comprehension with a skipping technique with a visual swing pattern. In applying the effectiveness of reading comprehension of the skipping technique with visual swing patterns.

In previous research, it has been discussed about the application of the visual swing skipping technique to reading comprehension. according to Arifin (2012), Skipping technique is a technique used to find certain information in a text. When start reading, the reader has to go through a few sentences to get to the specifics information. In addition, the skipping technique can help readers to get information faster without reading all the text. In skipping, the reader does not have to read the whole sentence. Readers only focus on the information needed. It saves time to get information without reading all the sentences. related to this study at title the effectiveness of visual swing pattern skipping technique on English reading comprehension. According to arifin (2012), Reading comprehension is important in the process of understanding and memorize text. This is an active thought process that doesn't just depend on things understanding, but also on students' experience in reading. Success understanding occurs when it engages the reader to find the necessary meaning achieve certain goals in the text. This is the process of putting the reader in contact for ideas. In this case, getting the meaning of the sentence is by figuring out the numbers ideas from reading the text.

The similarities in this study are Arifin's research (2012), which aims to apply the visual swing skipping technique to students' reading comprehension, while the research that I will do also aims to apply the effectiveness of the visual swing technique to students' reading comprehension. then the difference between the previous research and the research that I will do is, in the previous research this research was to find out whether there is a significant action in applying the skipping technique to students' reading comprehension while my research is a significant difference between students who think using visual swing pattern skipping and those who do not use visual swing pattern skipping.

The influence of using skipping technique on English reading comprehension can be show in this framework of mind as written below:



Figure 2.1 Research Paradigm

The Influence Skipping Technique Between Reading Comprehension

D. Hypothesis

According to Sugiyono (2010) a hypothesis is a statement or conjecture about one or more populations. There are 2 kinds of hypotheses:

1. The null hypothesis (H_0), is a hypothesis with the hope that the statement that has been formulated is expected to be rejected.

2. Alternative hypothesis (H_a), is a hypothesis that arises because of the rejection of the null hypothesis.

H_0 = There's no significance of the students to the effectiveness of the visual swing skipping technique in learning reading comprehension at SMKN 2 Seluma.

H_a = There's a significance influence on the effectiveness of the visual swing skipping technique in learning reading comprehension at SMKN 2 Seluma.

