

THE CONCEPT OF TEACHING READING AND DEVELOPMENT OF READING SUB-SKILLS

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Abstract

This research concerned in the applying concept of teaching reading and development of reading sub-skills. There are many sub-skills in reading comprehension, in this case the researcher only focused on seven kinds of sub-skills in reading. The most important thing to bear in mind while designing materials on reading class is that teachers must be sure that the task given to their students to develop the reading sub skill as written in their lesson plan (the objectives). The three phase technique may be followed. The more important thing, however, is the development of the reading sub skills themselves.

Key words: concept of reading and reading sub-skills

A. Reading comprehension

What is reading comprehension? Comprehension is an active process that involves all these strategies and behaviors: understanding the text, critically evaluating the text, monitoring own understanding, making decisions about which strategies will help clarify understanding, Comprehension–making meaning

from texts, reflecting upon responses, making connections with existing, knowledge engaging with the text.

B. The Concept Of Teaching Reading

The aim of teaching reading is to develop the student's reading skill so that they can read English

text effectively and efficiently. To be able to read effectively and efficiently readers should have a particular purpose in their minds before they interact with the text. Thus, effective reading is always purposeful as Mc. Donough and Shaw (1993;102) claim that “much of the current thinking of reading tends to focus primarily on the purpose of the activities even if reading is done for pleasure, it is still purposeful.”

In general, the purpose of reading is classified into (a) getting general information from the text; (b) getting specific information from the text; and (c) reading for pleasure or for interest (Williams:1984). This classification is implemented into the development of different reading

skills are needed in real life when people read different kinds of reading materials such as newspaper, manuals, brochures, recipes, letters, etc.

Based on the understanding above we realize the importance of ‘authentic’ reading materials to be used in the classroom in order to develop students’ reading skill. We need to develop and foster the students’ appropriate reading skills according to different reading purposes. Students need, for example, to be encouraged to read quickly when it is appropriate to do so. In another occasion they have to read the text intensively to get implicit information. consequently, the transfer ability of principled flexible skills to different type of text is one of the most effective

thing to develop in the reading skills class (Mc. Donough And Shaw 1993;112)

B. Strategies to develop reading comprehension in the classroom activities

Reading comprehension is an essential part of the reading process. Children need to be taught a range of reading comprehension strategies to help them fully understand texts.

a. Activating prior knowledge

Activation of prior knowledge can develop children's understanding by helping them to see links between what they already know and new information they are encountering.

Here are some ideas for collaborative activities. They will

encourage children to bring to the forefront of their minds knowledge that relates to the text they are about to read or are reading. Start with the title, chapter heading or picture on the front cover. Ask children what it makes them think of. Collect ideas orally, using drawings or by making brief notes. Select a key word from the title or an artifact. Ask children to think of memories associated with it. Give sentence starters such as *This reminds me of*, *It makes me think of* Record ideas using a concept mapping or mind-mapping to show the links between ideas.

b. Prediction

Stopping to predict what a text or part of a text might be

about makes readers pay more attention when they begin to read. They need to consider the reasons for their predictions look for evidence in the text and revise their initial predictions if necessary. Demonstrate how to read the text a section at a time, explain what is happening and predict what will happen next and how it will end. Read on and point out the explicit and implicit evidence that supports or confounds your predictions. Demonstrate how to revise your initial ideas and suggest a hypothesis based on the new evidence. Involve children in this process as part of shared reading. Model how to make written notes of your predictions and display these, for instance as you read a

class novel aloud. Encourage children to add their own notes based on what they have heard. Support children as they make written predictions and revisions relating to guided or independent reading, using their reading journals.

c. Constructing images

Creating visual images using visualization, drawing or drama helps children to make links between their prior knowledge and new ideas. These activities will encourage children to go back to the text to check or look for more details, thus deepening their understanding.

d. Questioning

Skilled questioning will develop children's understanding of texts but the

questions need to be carefully thought through and planned. Closed, factual questions test children's ability to recall knowledge but do not encourage them to use inference and deduction or to engage closely with what they have read.

e. Sequencing texts

Children can learn to apply their knowledge about texts and reading when carrying out sequencing activities. The text is jumbled up and then readers are asked to reorder lines of a poem, or paragraphs of a fiction or non-fiction text.

f. Summarizing

Children need to learn how to identify the main idea in a text. Effective summarizing involves children in evaluating a

text and deciding which elements of it are most significant.

C. Three Step Techniques of Teaching Reading

Although, on a worldwide level, the format of teaching reading skills may differ according to local circumstances, the current curriculum stresses the implementation of teaching reading skills in an integrated-skill unit. This mean that reading is best integrated with the other language skills.

In classroom practice, we divide the reading activities into three interrelated stages, i.e. pre reading activities, whilst-reading activities (Williams :1984, Wallace: 1988). In these stages, the

integration of the four language skills could be seen.

1. Pre-Reading Activities

The Objectives Of This Stage Are Commonly :

- a. To introduce and arouse interest
- b. To motivate learners by giving reasons for reading
- c. To provide some language preparation for the text.

Harmer (1991:189) calls this stage 'lead-in'. In this stage the students and teacher prepare themselves for the task and make them familiar with the topic. As stated above, in this stage students create expectations and arouse their interest in the text.

We should know that the objectives of pre-reading should be

relevant with the type of the text being taught. Providing language preparation does not intend to make teachers explain every single difficult word and structure used in the text, but it helps learners to some extent avoid feeling frustrated by language carrier.

this phase of reading is intended to make learners aware of the reason why have to read the text, in that, they activate their relevant background knowledge (schema) which they can bring to encounter the text more easily.

Wallace (1992) claims that this stage place an important role to determine relevant reading strategies students will use during the while reading task, in relation to their purpose of reading. by doing so, students are expected to

be more motivated and less dependent of the language translation.

Some reading activities simply consist of questions to which students are required to find the answer from the text. However some various types of activity may be developed. teachers can use pictures, realia and even songs relevant with topic, and students may discuss the tasks based on the above materials. by so doing, the involvement of the other language skills may occur in this stage. they may also pre-teach the key words through some ways like: cluster, context, definition, antonym, synonym, etc.

2. Whilst-Reading Activities

In general, this stage aims at helping learners to develop their

reading strategies/skills so that they can be effective and independent readers. By implication, students should be flexible in their ways of reading which are appropriate to the given text. In this level students interact with the text by the help if their relevant background knowledge. Williams (1984) suggest that the activities in this phase of reading should be gradually developed from a global understanding the smaller ones.

The development of reading skill mostly occur in this stage. to be effective readers, students should be able to :

- a. Scan (glance at the text to get specific information)
- b. Skim (glance at the text to get the gist of the text)

- c. Read between the lines.
- d. Read intensively for detailed information.
- e. Detect references.
- f. Deducing meaning.
- g. Detect references.
- h. Deducing meaning from context.

The application of these micro skills of reading should, of course, be appropriate with the type of text being used.

3. Post Reading Activities

The post reading stage (text-related task) is intended as a kind of follow up activity. In this level students need to consolidate or reflect upon what has been read. They need to relate the content or idea of the text to their own knowledge, interest, or views.

The post reading task may vary from the simple one, e.g. filling in table (without reading the text) up to the one which is quite complex, e.g. writing a letter. Of course, all the task should be still related with the topic of reading. The same as the while-reading stage, in the post reading students could also be encouraged to discuss the tasks in pairs or groups. Thus students could also develop their speaking, listening, and writing skills while they are accomplishing the post reading tasks.

D. Developing Reading Sub-Skills

Most English teachers seem not to know what they should do to develop the students reading sub skills. They come to the class with text followed by several questions

without analyzing what sub skills

to be developed.

Here are some possible
tasks to develop the sub skill of
reading.

No	Objectives	Tasks
1	To get general idea of the text (Skimming)	1. Open-ended questions a. What is the text about b. What is the first paragraph about c. What is the title of the text? 2. Matching paragraph with picture or sentences
2	To get or find certain information (Scanning)	1. Open-ended questions a. What? b. Where ..? c. When ...? d. Who? 2. Completion

		3. Fill-in the table
3	To Get Explicit Or Implicit Main Idea (Intensive Reading)	1. Open-ended questions What is the main idea of?
4	To Get Implicit Information (Intensive Reading)	1. Open-ended questions a. How long is? b. Why?
5	To Get Explicit Detail Information (Intensive Reading)	1. Multiple Choice a. Which one is true according to the text? b. All the information below are correct according to the text,

		except 2. T/F
6	To Interpret Mean Of Word, Phrase And Sentence Based On The Context (Inferring)	1. Open-ended questions a. What does italic word mean? b. What is the synonym of? 2. Multiple choice 3. Matching
7	To Find Reference Word	1. Open- ended questions - what does 'it' refer to? 2. Complet ion - they in line 3 refers to

E. Conclusion

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