



**THE STUDENT'S ABILITY IN UNDERSTANDING
MAJOR AND MINOR SUPPORTING DETAILS
IN COMPREHENDING TEXT OF THE 3RD YEAR
STUDENTS OF ENGLISH EDUCATION
DEPERTMENT (TBI) IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Degree of Islamic Educational Scholar (S.Pd.I) in English Program*

BY

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ENGLISH DEPARTMENT

**FARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN**

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Appendix : 6 (six) Exemplar

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Keguruan

di-

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Assalamu'alaikum Wr.Wb.

After reading, studying, and giving advices for necessary revises on thesis belongs to Warna Sari Nasution, entitle "THE STUDENTS' ABILITY IN UNDERSTANDING MAJOR AND MINOR SUPPORTING DETAILS IN COMPREHENDING TEXT OF THE 3RD YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT (TBI) IAIN PADANGSIDIMPUAN". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munasqosyah.

That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

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COMPREHENDING TEXTS OF THE 3RD YEAR
STUDENTS OF ENGLISH EDUCATION
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ABSTRACT

This research discussed about the students' ability in understanding major and minor supporting details in comprehending texts of the 3rd year students of English Education Department (TBI) IAIN Padangsidimpuan. The problems of the research are the students' have low in comprehending text especially in understanding major and minor supporting details. The aims of the research is to know the ability 3rd Year Students of English Education Department (TBI) IAIN Padangsidimpuan in understanding major and minor supporting details and the students are difficult in reading comprehension.

The research was conducted with descriptive analysis and quantitative approach. There were 36 students as sample of analytical unit from 121 students of the students the 3rd year students of English Education Department (TBI) IAIN Padangsidimpuan, The resource of the data was random sampling. The technique that is used to collecting the data is test. The instrument that is used in collecting data is reading text.

Based on the result of the research, researcher showed the description of the data was found that, the 3rd year students of English Education Department (TBI) IAIN Padangsidimpuan got 73.41 it means that they in the good criteria. Based on the result of the study, the suggestion are given to the students and the lecturer. The student should study hard and pay attention to the lecturer when they give English lesson. English teacher more give attention and guidance to the student who have low ability in comprehending text, because each student have different ability.

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Padangsidimpuan, Juneth 2014
Researcher

Warna Sari Nasution
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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language has an important position in the life; it is a tool for human being to interact and to communicate in every country or nation. Language is a system of communication by sound, through the organ of speech and hearing among human being of certain group of communication using vocal symbol possessing arbitrary conventional meanings. Through language the human can communicate one with another to express idea, feeling, thoughts and desires.

Absolutely, language is a systematic means of communicating ideas or feeling by the use of conventional signs, sound, gesture, or marks having understood meaning. One of the most popular languages is English, because most of worlds used this language and it is accepted as an international language. Thus, there are many people studying English in their life.

Reading is one of the four language skills those are used to grasp the ideas that presented to get the information. Reading is important to be learned and mastered by every individual. By reading, it can make the readers relax, interacting with the feelings and thought, obtain information and improve the science. Reading is a way to get the information from something that was written. Reading involves the introduction of symbols that make up a language. It means that reader has to mastered reading. Because reading as a way for obtaining the information that is written and surely makes the reader relax.

Generally, reading has a lot of significances. First, reading can add knowledge. Someone who like reading has much information that they have saved in their memory. Such as: the information about education, business, religion, politics, and life. All of those can add our knowledge than looking and listening only. So that, reading is very important to enrich our knowledge.

Second, reading can develop capacity of thinking. Reading is an activity or thinking process of cognition. When the students are in reading process, their brain is one of important factors. Students who do not have high capacity of thinking, they will very difficult to remember something. So that, reading is a way to develop capacity of thinking and they will be able to connect what they have read.

Third, reading can improve self-confidence. Students who have a lot of knowledge or information from what they have read, have ability to speak and write well and of course more capable than others. Then, they give information to other because they believe that what they say have reference. So that, reading makes them confident.

Based on the researcher's pre-research by looking the 3rd year students of English Education Department (TBI) IAIN Padangsidimpuan's document of semester score or in IAIN term written in absent list/ examination score of English Education Department (TBI) IAIN Padangsidimpuan's Academic Year

2012/ 2013”¹, the researcher concludes that the average of the students’ reading comprehension is categorized into B means good score. However, it was still in the problem, because they could not get score A means very high score. The case could be looked into the researcher’s next pre-research by interviewing 30 samples from 121 the 3rd year students of English Education Department (TBI) IAIN Padangsidempuan², the researcher concludes that most of the sample did not answer that they had studied major and minor supporting details in Reading Comprehension 1 subject material. They forgot that they had studied about it. They explained that they studied about skimming, scanning, reading strategies, punctuation and so on. They did not tell about major and minor supporting details. Even, Then, they also could not explain what major and minor supporting details are, they answered that their difficulties in understanding text. They could not differentiate where major supporting details are and where the minor supporting details are in the text.

Beside it, many aspects of reading need to be considered such as the word perception, syntactical analysis, semantic analysis, and inference making for a text comprehension process to happen. This shows that reading and understanding is a difficult process where students have to engage in a process before they can understand a piece of reading material, like major and minor

¹Documentation of TBI (IAIN Padangsidempuan: Padangsidempuan on Friday, October 25th, 2013 at 9 am).

²Interviewed TBI of the 3rd Year Students (IAIN Padangsidempuan: Padangsidempuan on Monday, November 25th, 2013 at 9 am).

supporting details in the text comprehension. The factors that affect their ability is low in major and minor supporting details, such as the weakness of the students to mastery vocabulary, the low of learning interest, the lack of motivation, and the most important problem to be solved is they forget about the elements/ materials of reading comprehension to identify process in text and many others. Also, the students are not able to identify the constructing meaning.

While, the lack of College facility, the students' environment, they were lack of resolving their problems in reading like restudying with other classmates. The cases showed that they were lazy to ask their classmates about the material that they have not known, the students' family, the teaching method that the lecturer used parts of speech mastery and so on. Furthermore, in the researcher observation in to the library of IAIN Padangsidempuan³, not many books contain Reading Comprehension subject material, specifically in major and minor supporting details topic.

Reading is not easy learning activities. In every level of education in Indonesia, English is one of the compulsory courses that are taught from primary school until university. Like in IAIN Padangsidempuan, most of students categorized in good reading. But the problem is most of them do not understand about the component or general parts of the text such as main idea, supporting details, specifically in major and minor supporting details.

³Private Observation (Library of IAIN Padangsidempuan: Padangsidempuan on Wednesday, November 27th 2013 at 9 am).

Here, the researcher will discuss about supporting idea. It is about major and minor supporting details. Hopefully, by mastering the major and minor supporting details and element of them can improve the ability of TBI students in comprehending the text.

Based on the explanation above, the researcher was interested to do a research with title: **The Students' Ability in Understanding Major and Minor Supporting Details in Comprehending Texts of the 3rd Year Students of English Education Department (TBI) IAIN Padangsidimpuan.**

B. Limitation of the Problems

There are many difficulties happened in learning reading comprehension, one of them is learning supporting details. Based on the background above, the researcher limit the problems about identifying major and minor supporting details. Especially in the case of reading comprehension, understanding major and minor supporting details is the important factor in understanding paragraph in the text.

C. Formulation of Problems

Based on the focus of the problem above, the formulation of the problems of this research is formed in three interrogatives sentences, they are:

1. To what extend is the 3rd year students of English Education Department (TBI) IAIN Padangsidimpuan master about major and minor supporting details in reading English text?

2. What are the difficulties that usually faced by the 3rd year students of English Education Department (TBI) IAIN Padangsidempuan in understanding major and minor supporting details in comprehending English text?

D. Purposes of the Research

Based on the formulation of the problems above, the aim of this research as follows:

1. To know the ability of the 3rd year students of English Education Department (TBI) IAIN Padangsidempuan in understanding major and minor Supporting Details.
2. To know to the difficulties of the 3rd year students of English Education Department (TBI) IAIN Padangsidempuan in understanding major and minor Supporting Details.

E. Significances of the Research

The researcher hopes this research can be useful for:

1. Institution of IAIN, to give advanced information about the problem that students have in developing their reading ability, it will be useful for the progress of the institution in education.
2. Lecturers, to have practical and theoretical information about problem that student have in developing their reading ability, and they can improve their teaching ability to help the students in understanding text.

3. The Leader of English Education Study Program, to know the problems and its solving ways in developing students' ability in reading comprehension, to suggest the lecturer to teach well.
4. Further researcher, expected to develop information and knowledge for those who are interest in doing research related to further the same and different study.

F. Definition of Terminologies

To avoid misunderstanding of this research, the researcher will explain as follows:

1. Students' Ability

a. Student (s)

Student (s) is a person (people) who is studying at school or college.⁴ A person engaged in studying one who devoted to learning; a learner; a pupil; a scholar; especially one who attends a school, or who seeks knowledge from professional teachers or from the book; as the students of academy, a college or university; a medical students; a hard students.⁵ So based on the definition above, the researcher concluded that the student is a person who learn on the formal education in

⁴A.S Hornby, *Oxford Learner's Pocked Dictionary* (New York: Oxford University Press, 2000), p. 358.

p. 1187.

⁵Victoria Neufelat, David B. Guralmik, *Webstren New World Collage Dictionary* (USA: MacMillan, 1995), p.667.

Institution. Here, students in this research are the people who studying at the 2rd year students of English Education Department (TBI) in Institute for Islamic Studies (IAIN) Padangsidempuan.

b. Ability

Hornby states that the ability is the mental or physical capacity, power or skill required to do something.⁶ While based on the Victoria Neufalt & David B.Guralmik statement that ability is the power to do something physical or mental.⁷ So, it can be concluded that the ability is the power or skill required to do something physical or mental. The ability in this research means the power or skill of the 3rd year students of English Education Department (TBI) IAIN Padangsidempuan.

c. Students' ability

From the explanation above, it can be concluded that students' ability is the power or skill of the people (English Education Department / TBI) who studying at institute for Islamic Studies (IAIN) Padangsidempuan.

2. Understanding

Hornby states "understanding is the knowledge that somebody has about a particular subject or situation. Further, understanding is ability to understand why the people behave in

⁶A. S. Hornby, *Op.Cit.*, p. 2.

⁷Victoria Neufalt & David B. Guralmik, *Op. Cit.*, p. 2.

particular way and the willingness to forgive them when they do something wrong. In addition, understanding is the particular way in which somebody understands something.⁸

3. Major and Minor Supporting Details

a. Supporting details

Supporting details are those facts and ideas that prove or explain the main idea of a text/ paragraph.⁹ Then, a text or paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea are *supporting details*.¹⁰ So, supporting details are the facts which clarify, illuminate, explain, describe, expand and illustrate the main idea in the text.

b. Major supporting details

A major detail explains directly, develops or supports the main idea. It contains examples, reasons, statistics, and studies that help make the main idea clear and convincing. It is primarily in charge of supporting the main idea, answer readers' questions about the topic sentence/main idea, must be included in reading notes, and are often

⁸A.S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1995), p. 1469.

⁹Mazlina Midflava, "Major and Minor Details" taken from <http://id.scribd.com>, October 24th, 2013 on 8 pm.

¹⁰Shari Andershon, "Thesis, Main Ideas, Supporting Details and Transitions" taken from, [October 24th](#), 2013 on 8 pm.

introduced in the paragraph with transition words (e.g., for example, for instance, first, second, in addition, finally, similarly, therefore, etc.).¹¹ It can be said that the author supports his main idea.

c. Minor supporting details

A minor supporting details explains, develops, illustrates or supports the major detail.¹² It may or may not be important enough to include in reading notes, it is the further explain major details. Then, it repeats key points and adds colorful details in the text. It means that the author explains (gives examples for) each major supporting detail in the text.

3. Comprehending Text

a. Comprehending

Comprehending is verb + (-ing) = comprehend + ing, it is comprehending means to understand something completely.¹³ So, comprehend is understanding something fully.

b. Text

Text is the written form of a speech, a play, an article, a book, or magazine, etc. It is also said by passage means a piece of writing that you

¹¹Shari Andershon, *Ibid*, 2013 on 8 pm.

¹²Mazlina Midflava, *Op. Cit.*, 2013 on 8 pm.

¹³A.S. Hornby, *Op.Cit.*, p. 263.

have to answer questions about in an exam or a lesson.¹⁴ Here, the researcher wants to examine the students' ability in comprehending text.

c. Comprehending text

From the definition above, it can be stated that comprehending text is understanding a written form text, which the TBI students have to answer from an exam or question.

G. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, limitation of the research, formulation of the problems, purpose of the research, significant of the research, definition of terminologies.

Chapter two is the theoretical description, which explain concept of understanding text, definition of reading comprehension, review of related finding, and hypothesis.

Chapter three discuss about the research methodology consists of: research design, location and time of the research, population and sample, The research instrument, validity and reliability of instrument, and technique of analyzing data.

¹⁴*Ibid*, p. 1397.

Chapter four is the result of the research consists of description of data, discussion of the research, hypothesis testing and the treat of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Concept of Understanding text

1. Definition of Understanding

The power to understand something is defined of understanding. Hornby states “understanding is the knowledge that somebody has about a particular subject or situation. Further, understanding is ability to understand why the people behave in particular way and the willingness to forgive them when they do something wrong. In addition, understanding is the particular way in which somebody understands something.¹ Here are some definitions of understanding.

- a. Knowing; intelligent; skillful; as, he is an understanding man.
- b. The act of one who understands a thing, in any sense of the verb; knowledge; discernment; comprehension; interpretation; explanation.
- c. An agreement of opinion or feeling; adjustment of differences; harmony; anything mutually understood or agreed upon; as, to come to an understanding with another.
- d. The power to understand; the intellectual faculty; the intelligence; the rational powers collectively conceived and designated; the higher capacities of the intellect; the power to distinguish truth from falsehood, and to adapt means to ends.
- e. Specifically, the discursive faculty; the faculty of knowing by the medium or use of general conceptions or relations. In this sense it is contrasted with, and distinguished from, the reason.²

¹A.S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1995), p. 1469.

²Brainyquote.<http://www.brainyquote.com/words/un/understanding234580.html#x4JYLmWuvPLDqrv0.99> accessed at 9 mei 2013, at 9.00 pm.

So from some definition above the researcher concludes that Understanding is defined as the process of comprehending or the knowledge of a specific thing or practice.

2. Definition of Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause or a sentence. A text is both a spoken text and a written text. A spoken can be a monolog or dialogue or a conversation. A written text can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book. Then, according to Hornby, text is any form of written material.³ In English it's known that term which relation with text it is called genre.

According to Martin, genre is the activity which has orientation, concept and focus aim. Next, an English text is a text spoken or written in English. Some languages may have some similarities in a text. They also have some differences. The English text is also unique. It is the way its native speaker to organize a piece of both spoken and written information. It means that learning the English text is learning to communicate in the culture of the English people.

³A. S. Hornby, *Op.Cit*, p. 1187.

3. Definition of understanding text

As state above, understanding is defined as the process of comprehending or the knowledge of a specific thing or practice. While, text is the form of written material or a piece of both spoken and written information. It means that text is a medium learning to communicate in the culture of the English people, namely English text. So, it can be concluded that understanding text is comprehending or the knowledge of knowing the written form of a language that must be understood by the reader to get the information.

4. General Parts of the Text

In understanding the text, the reader must know what the general parts of the text are. They are topic, controlling main idea and supporting details. Key questions to differentiate topic, controlling main idea and supporting details are:⁴

- a. Who or what is the passage about? (**Topic**)
- b. What is the author trying to convey about the topic? (**Main Idea**)
- c. What reasons or points support the main idea about the topic? (**Major Supporting Details**)
- d. What examples, details, or statistics illustrate the ideas in the text? (**Minor Supporting Details**).

⁴Pearson Education Inc. Company, "The Significant Parts of the Paragraph and Text" taken from http://wps.pearsoncustom.com/pcp_longman_rrtmaster_4/ accessed at October 24th, 2013 on 8 pm.

Next, here are the ways of the author to build the text.

- a. Author chooses a **topic** (one to three words). Example: the topic is “Friends”.
- b. Author chooses what he wants to say about the topic or said by **controllingpoint**. Example: “Types of friends”.
- c. Author combines topic and controlling point into a statement or called by **mainidea** (topic sentence). Example: “There are several different types of friends”.
- d. Author supports his main idea and it is said by **major supporting details**.

Example: (What are the different types of friends?)

- 1) best friends
 - 2) social friends
 - 3) acquaintances
- e. Author explains (gives examples for) each major supporting detail and it is **minorsupportingdetails**. What does the author mean by: (Example)
 - 1) Best friends - Friends with whom you share intimate details of your life; they know the “real” you.

- 2) Social friends - People with whom you spend time and have fun, but who only know the “fun” and “social” side of you.
- 3) Acquaintances - People with whom you associate because of a particular place—school, work, etc.—but not outside of that venue.

And here is the example of the text from the steps above:⁵

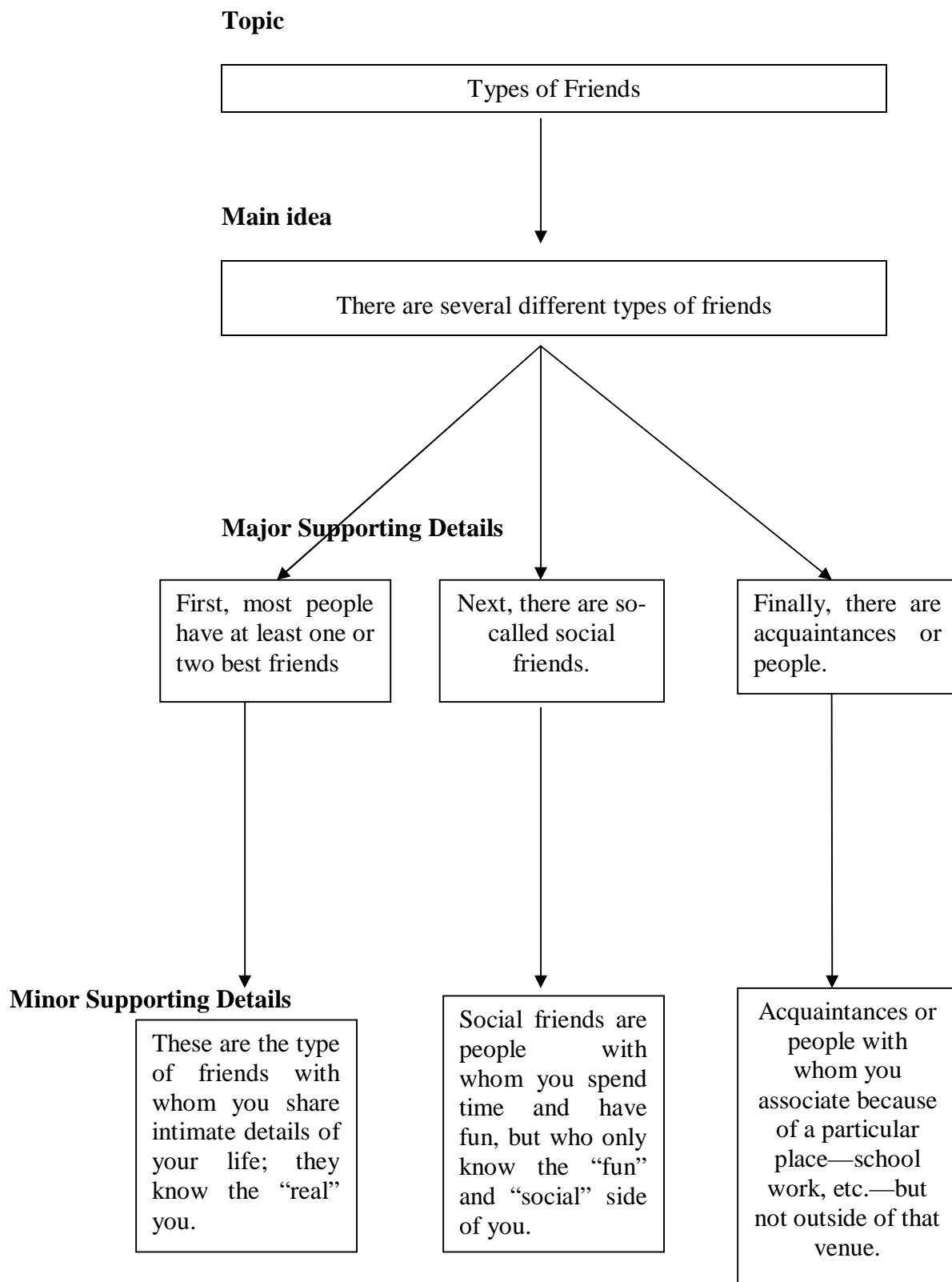
Friends

There are several different types of friends. First, most people have at least one or two best friends. These are the type of friends with whom you share intimate details of your life; they know the “real” you. Next, there are so-called social friends. Social friends are people with whom you spend time and have fun, but who only know the “fun” and “social” side of you. Finally, there are acquaintances or people with whom you associate because of a particular place—school work, etc.—but not outside of that venue.

Here is the diagram of those general parts of the text:⁶

⁵Shari Andershon, “Thesis, Main Ideas, Supporting Details and Transitions” taken from <http://www.ablongman.com>, October 24th, 2013 on 8 pm.

⁶Peter Knapp and Megan Watskin, *Genre, Text, and Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press Book, 2005), p. 14.

Diagram 2.1

5. Supporting Details

Additional information that helps you understand the main idea completely is known by supporting details are also known as *support or details*.⁷ It is usually in a text consists of more than a topic and a main idea. So, supporting details are also related to the main idea of a text. They provide specific information, such as: examples, descriptions, and explanations.

While, there are two kinds of supporting details, they are major supporting details and minor supporting details.⁸ Primary supporting details, or major details, relate directly to the main idea. Minor details, or secondary details, explain other details or give examples that are less important. Next, types of supporting materials that usually is in supporting details:⁹

- a. Names.
- b. Dates.
- c. Places.
- d. Statistics.
- e. Results of research studies.
- f. Other information that explains the main idea.
- g. Further or illustrates it by giving examples.

So, to identify the describing supporting materials in a text, passage, or a paragraph, the readers have to identify and decide where the specific information that related to the names, dates, places, statistic, results of

⁷Mazlina Midflava, “Major and Minor Details” taken from <http://id.scribd.com>, October 24th, 2013 on 8 pm.

⁸Shari Andershon, *Op. Cit.*, October 24th2013 on 8 pm.

⁹Peter Knapp and Megan Watskin, *Op. Cit.*, p. 12.

research studies, and other information that explains the main idea and the further or illustrates it by giving examples.

a. Major Supporting Details

1) The Concept of Major Supporting Details

A major detail explains directly, develops or supports the main idea. It contains examples, reasons, statistics, and studies that help make the main idea clear and convincing. It primarily in charge of supporting the main idea, answer readers' questions about the topic sentence/main idea, must be included in reading notes, and are often introduced in the paragraph with transition words (e.g., for example, for instance, first, second, in addition, finally, similarly, therefore, etc.).¹⁰ It can be said that the author supports his main idea.

2) Signal Words/ Transitions of Major Supporting Details

Words or phrases that help show relationships between ideas and can introduce supporting details are called signal words/ transitions. There are hundreds of transitions in the English languages, and each one of them serves a different function. They are: First (of all), second(ly), third(ly), to begin with, for one thing, also, another, next, in addition, moreover, further, furthermore,

¹⁰Shari Andershon, *Ibid*, October 24th, 2013 on 8 pm.

last(ly), and final(ly). And here is the example of the text which contains signal words:¹¹

Friends

There are several different types of friends. **First**, most people have at least one or two best friends. These are the type of friends with whom you share intimate details of your life; they know the “real” you. **Next**, there are so-called social friends. Social friends are people with whom you spend time and have fun, but who only know the “fun” and “social” side of you. **Finally**, there are acquaintances or people with whom you associate because of a particular place—school work, etc.—but not outside of that venue.

b. Minor Supporting Details

1) Signal words/ Transitions of Minor Supporting Details

Words or phrases that help show relationships between ideas and can introduce minor supporting details are like: For example, an example is, For instance, To be specific, That is, This means, Case in point, Another study, Another facts, To illustrate.¹² Here is the example of using signal words: EXAMPLE: **Main Idea**, Major and *Minor Supporting Detail* and the examples of **signal word in minor supporting details**.¹³

Studies reveal that people’s first names can have an influence on them. Some names reflect on people in a positive way. ***For example***, *one survey showed that American men consider their name Susan to be ver-sexy.*

¹¹Shari Andershon, *Ibid*, October 24th, 2013 on 8 pm.

¹²Peter Knapp and Megan Watskin, *Op. Cit.*, p. 11.

¹³Shari Andershon, *Op. Cit.*, October 24th, 2013 on 8 pm.

And participants in a British study thought Tony to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essay supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

6. Kinds of Text

There are many types of text learnt by students of Senior High School in learning the reading skill. They are:

- a. Description Text is a written text in which the writer describes an object. Description text containing two components, identification and description by which a writer describes a person, animal and so on.
- b. Persuasion text is a written English text in which the writer persuades people that something should or should not be case. Persuasion is a text containing thesis, argument of issue and recommendation.
- c. Argument text is a written English text in which the writer presents some points of view about an issue. It is containing issue, arguments and conclusion.
- d. Recount text, is a text to tell what happened, to document a sequence of events and evaluate their significance in some way. It is containing of orientation, events and re-orientation.
- e. Narrative text is kinds of text tell about world event. To give information and entertain.¹⁴
- f. Report text, is a text to describe the way things are with reference to a range of natural and social phenomena in our environment.
- g. Analytical exposition text is a text to persuade the reader that something is the case. It is containing thesis, arguments and reiteration.
- h. News Item is a text to inform readers about events of the day which are considered newsworthy or important.

¹⁴Pardiyono. *Writing Clues for Better Writing Competence* (Yogyakarta: CV. Andi Offset, 2006), p. 163.

- i. Explanation Text is a text to explain the processes involved in the formation or workings of natural phenomena. It is containing of a general statement and a sequenced explanation.
- j. Procedure Text, is a text to give how the way things to do.¹⁵

Here, the researcher wants to the 3rd year students' of English Education Study Program (TBI) IAIN Padangsidempuan for analyzing major and minor supporting details in understanding the text.

B. Reading Comprehension

1. Definition of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening, and writing and it cannot be denied that reading is one of the most important. According to Marilyn in College and English Communication that reading is one of the principal means of obtaining information. The information may be in printed form, such as a book, magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information.¹⁶ The people who are doing reading activity can express their physical attitude. They can transfer their knowledge to another people in written form. Then, reading is used to express the people's opinion, suggestion and experience.

¹⁵Peter Newmark, *A Textbook of Translation* (New York : Prentice Hall,2009), p. 13.

¹⁶Marilyn L. Satterwhite, *College and English Communication* (New York: Mc Graw-Hill, 2002), p. 21.

According to Henry Guntur Tarigan “membaca adalah suatu proses yang dilakukan serta di pergunakan oleh pembaca untuk memperoleh pesan yang hendak disampaikan oleh penulis melalui media kata dan bahasa tulis.”¹⁷ It means that reading that get knowledge from the writer and reading as a skill of English is the tool which every people use to add their knowledge and experience. Every people can get much information by doing reading activity. It can be seen that reading is a process of adding the reader’s experience and knowledge about education.

According to J. Michael O’ Malley, that reading is a process in a second language is similar to those acquired the first language about that they call for knowledge.¹⁸ Based on the definitions above, it concludes if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

According to David Nunan “reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.”¹⁹

So reading not just to read but the reader must have the knowledge

¹⁷Henri Guntur Tarigan, *Membaca adalah Sebagai Suatu Keterampilan Berbahasa* (Bandung: Aksara, 2005), p. 7.

¹⁸J. Michael O’ Malley & Lorrain Valdez Pierce, *Authentic assessment for English language learners* (USA: Addison Wesley publishing company, 1996), p. 94.

¹⁹David Nunan., *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003), p. 68.

before reading process. The readers get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, religious, etc. Then according to Brown “Reading is a skill that’s is taken for granted”²⁰. Then according to Larsan-Freeman in Bambang Setiyadi book reading is worked on from the beginning but follows from what language learners already know.²¹

Next, according to Wayne Otto reading is not just saying the words. Reading must always be a meaning getting process.²² However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. And then, according to Jeremy Harmer that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.²³

Based on explanation above, the researcher concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the

²⁰H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004), p. 25.

²¹Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 80.

²²Wayne Otto. *How to Teach Reading* (United State of America: Addison-Wesley Publishing Company, 1979), p. 147.

²³Jeremy Harmer, *How to Teach English* (England: Addison Wesley Longman, 1998), p. 68.

ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

As the commandment of Allah in the holy Al- Qur'an suroh al- 'Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلَقًا وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning

1. Read! In the Name of your lord, who has created (all that exist)
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your lord is the most generous
4. Who has taught (the writing) by the pen [the first person to write was prophet Enoch (Idris)]
5. Has taught man that which he knew not.²⁴

The researcher concludes how important the reading itself. By reading, people get knowledge and information as much as possible.

2. Definition of Comprehension

It is necessary for the students of Junior High School to master reading comprehension. Jack C. Richards stated that comprehension is the primary purpose for reading (though this is

²⁴Dr. Muhammad Muhsin Khan, *The Noble Qur'an in English Language* (Saudi Arabia: Maktaba Dar-us-Salam, 1993), p. 71-72.

sometimes overlooked when students are asked to read overly difficult texts); raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.²⁵ According David Nunan comprehension is essential to successful reading.²⁶ Then, according to Kasihani K.E Suyanto says comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.²⁷

Based on explanation above, the researcher concludes that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. Reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, Reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

²⁵Jack C. Richards, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 277.

²⁶David Nunan, *Op. Cit.*, p. 75.

²⁷Kasihani K. E. Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara, 2008), p. 27.

Here are some items to be aware that some readers have no difficulty in understanding the text. According to Kathleen T. McWhorter, to select an appropriate level of comprehension and recall, you might try the following techniques: “a. Clearly define your purpose for reading the material, b. Decide what, if anything, you will be required to do after you have read the material c. Evaluate the relative difficulty of the material”.²⁸

It can be concluded that to select an appropriate level of comprehension and recall, the reader must know the purpose of reading the text, what would be obtained after reading, and evaluate the difficulties found in the text.

3. Definition of Reading Comprehension

Reading Comprehension is interaction between thought and language. Bases evaluation of success in comprehension on the extent to which the readers reconstructed message agrees with the writer’s intended message.

Goodman in Wayne Otto says, “Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader’s reconstructed message agrees with the writer’s intended message.”²⁹

²⁸Kathleen T. McWhorter, *Op. Cit.*, p. 11.

²⁹Wayne Otto, *Op Cit.*, p. 151.

Reading comprehension suggest that separate skills or tasks can be identified which, when used singly or incorrect, lead to understanding of a passage.

In conclusion, reading comprehension text is a constructive process the visual information and corrects it with information in the text. Reading comprehension text must have interaction between the reader and the writer by having the same interpretation upon text.

4. The principles of Good Reading

There are some of the principles of good reading that aims to help readers more easily understand the text. According to team of five that the principles of good reading which you have already had an opportunity to practice:

- a. Force yourself to read slightly faster than it seems comfortable. Rapid reading will actually help you to concentrate better on ideas and the relations between ideas, for you will not have time to concern yourself with individual words.
- b. As you read, try to get a sense of the writer's organization. Look for the central ideas, but do not neglect the supporting detail which the writer uses to reach his conclusions or support his argument.
- c. Do not stop if you come to an unfamiliar word. Continue your reading and it is very likely that the rest of the sentence (the context) will make the meaning of the new word clear to you. (Occasionally in these selections you will be given footnotes to help you with hard words or phrases that are especially important for comprehension; however, do not bother to read the footnotes if you have a reasonably good idea what these words and phrases mean).

- d. Do not allow yourself to go back and reread words and phrases. Start with the idea that you will comprehend everything the first time and you will soon lose the habit of going back over parts of the material you have already read.³⁰

From the explanation above, it can be concluded that the principles of good reading is a principle that should be known by the reader to easily understand the text. The reader should concentrate on reading, finding the main idea, supporting sentences, do not stop reading when it finds the difficult words, and making inferences from the text.

5. The Models of Reading

The models of reading are divided into 2, namely: bottom-up and top-down. The models of reading according to J. Michael O'Malley:

- a. Bottom-up models refer to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.
- b. Top-down models begin with the reader's hypothesis and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text.³¹

From the explanation above, it can be concluded that the models of reading are divided in to two, namely: bottom-up and top-

³⁰Team of Five,*Op. Cit*, p. 33.

³¹J. Michael O'Malley, *Op. Cit.*, p. 94.

down. Readers can use one of two models of reading such as reading to find the main idea and supporting sentences of text.

6. The Purposes of Reading Comprehension

Reading comprehension is very important, because comprehension is the process by which a person understanding the meaning of written or spoken language. Then, the main purpose of reading is to get and search information include content and meaning of the text. The functions are:

- a. Reading is for identifying informant information.
- b. Reading is for main idea.
- c. Reading is for finding the specific information.
- d. Reading is for underlying the important information.
- e. Reading is to classify the difficult word.
- f. Reading is to evaluate.³²

It can be conclude that function of reading comprehension is to find the information from the written or the idea of the people.

7. The Level of Reading Comprehension

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the combination of knowledge among structure, vocabulary and the situation on largely comprehension, because the

³²*Ibid* , p. 10.

same structure or vocabulary on the combination of them might have the different meaning situation.

Smith in Wayne Otto said that, there are four level of comprehension:

1. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.

2. Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3. Critical Reading

When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.

4. Creative Reading

Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new concepts or to expand old ones. Through creative reading the reader creates something new an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.³³

From the statement above, researcher concludes that reading comprehension is to understand a written text containing information to find what he or she wants to now and to get the information of what he or

³³*Ibid.*, p. 152.

she needs. It can also be concluded that, reading is the first step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and to get deeper understanding.

C. Review of Related Findings

There are some findings related to this research, they are as follows: Firstly, Romie who found that the students' ability in understanding generic structures of descriptive text is good more than a half of the students achieve this category that is 70%. The students' ability in understanding structure elements of narrative text is good. It is proved that more than a half of the students achieve this category that is 57.5%. There are some difficulties in understanding generic structure and structure elements of narrative text, the students could not comprehend the text because they do not understand the meaning of the difficult words, they have no dictionary and they feel lazy to ask the difficult word to the teacher. The students also could not recognize the text because the students cannot remember the generic structures of the narrative text and they confuse to identify the generic structures and the structure elements of descriptive text. This research aimed to analyze the

ability of the first year students of SMA N I Andong in understanding the generic structure of narrative text.³⁴

Secondly, Gunawan who found that in teaching reading descriptive text at the first year students of SMK N 1 Banyudono Boyolali are Audio Lingual Method (ALM) and Grammar Translation Method (GTM). Then, the problems faced by the teacher were; firstly the teacher found difficulties in managing the students in the class. Secondly the students had low motivation in learning English. Third each student had different capability in receiving the material. The fourth the teacher had limited time in teaching English. The last, the strategies to overcome the problems are; firstly the teacher walked around the class in order that the students listen to the explanation seriously. Secondly, he gave motivation by creating good relationship between the teacher and students. Third, the teacher should explain the material and gives a chance to the students to ask about the material that they did not understand yet. The fourth, the teacher changed the loss time in the past meeting to explain the unfinished material in the next meeting.³⁵

The last Irma Yeka had done research about “The Relationship between Reading and Structure Ability to the Students of SMA N 4

³⁴Romie, “The Students’ Ability in Understanding Generic Structures and Structure Elements of Narrative Text of the 1st Year Students of SMA Negeri 1 Andong”, *Thesis* (Jogyakarta: Universitas Ahmad Dahlan, 2008), p. 69.

³⁵Gunawan, “An Analysis between Audio Lingual Method (ALM) and Grammar Translation Method (GTM) in Teaching Reading Descriptive Text”, *Thesis* (Surakarta: IAIN Surakarta, 2011), p. 90.

Padangsidempuan”.³⁶ Based on the Arikunto’s table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and the structure of the students at SMA N 4 Padangsidempuan is 0.720.

So that from the findings above, the researcher concluded that there are many difficulties in reading. Each of the result of the research above gave contribute of thinking and methodology about problem that was researched in this research. Then, here the researcher wants to analyze students’ ability in understanding major and minor supporting details in comprehending narrative texts of the 3rd year students of English Education department IAIN Padangsidempuan.

D. Hypotheses

In quantitative studies, hypotheses is prediction the researcher holds about the relationship among variables.³⁷ The researcher has hypotheses of this study that “The students of English Education Department (TBI) IAIN Padangsidempuan in excellent criteria about major and minor supporting details in comprehending text”

³⁶Irma Yeka “The Relationship between Reading and Structure Ability to the Students of SMA N 4 Padangsidempuan in 2005/ 2006 Academic Year”, *Thesis* (Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan, 2006), p. 71.

³⁷John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 108.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a procedural plan that is adopted by the researcher to answer question validly, objectively and economically. It means that through a research design you propose to use, how you are going to collect information from your respondent, how you are going to select your respondent, how the information you are going to collect is to be analyzed and you are going to communicate your findings.

The kind of this research is quantitative research with descriptive research. Where, quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instruments.¹

Concerning with the above statements, this research was categorized as descriptive quantitative research to examine The Students' Ability in Understanding Major and Minor Supporting Details in Comprehending Texts of the 3rd Year Students of English Education Department (TBI) IAIN Padangsidimpuan.

¹L.R Gay & Airasian, *Educational Research: Competent for Analysis & Application* (U.S.A: Prentice Hall, 2000), p. 8.

B. Location and Time of the Research

1. Location of the Research

This research has been conducted at IAIN Padangsidimpuan on Jl. H. T. Rizal Nurdin, Sub-district of Sihitang, District of South East Padangsidimpuan, Municipality of Padangsidimpuan, and Province of North Sumatera, Indonesia.

2. Time of the Research

This research and has been conducted from May 2013 up to June 2014.

C. Population and Sample

1. Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable.² Then, Sugiono said that, population is the generalization area consists of: object or subject who have quality and characteristics who be specified by the researcher to be learned and then be made the summarizing.³ So, population is the object or the subject who to be generalizable by the researcher to be learned and then be made the summarizing.

²*Ibid.*, p. 122.

³Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta Bandung, 2010). p. 80-81.

Based on the opinion above, the population of this study was all of the students of 3rd semesters' English Education Department (TBI) IAIN Padangsidimpuan; they are in 2011/ 2012 academic year. They consists of three classes, and the total of those classes is 121 students. TBI-1 consists of 38 students, TBI-2 consists of 42 students, and TBI-3 consists of 41 students. The calculation can be seen in the following table:

Table 3.1

Population of the Study

No	Class	Sum of Population
1.	TBI-1	38
2	TBI-2	42
3	TBI-3	41
Total		121

2. Sample

Sample is preventative whole of population.⁴ In obtaining the sample. In this case, the researcher used random sampling in taking sample. Random sampling technique, considering to what Gay says that random sampling is the process of selecting a simple in such a

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 112.

way that all individuals in the defined population have an equal and independent chance of being selected for the sample.⁵

The researcher predicts that every sample in population is at the same level, then the researcher took the sample of each class by random sampling, each student was taken by making lottery for all the classes. The lottery was shaken till the researcher got the sample.

From the population, the researcher took 30% from each class. It means that the researcher took 11 from TBI-1, 13 from TBI-2 and 12 from TBI-3.

Table 3.2

Sample of the Study

No	Class	Population	Sample
1.	TBI-1	38	11
2	TBI-2	42	13
3	TBI-3	41	12
Total		121	36

D. The Research Instrument

As stated previously, this study is intended to find out the students' ability in understanding major and minor supporting details in comprehending texts. Therefore, the researcher used test as instrument for

⁵ L.R Gay & Airasian, *Op.Cit.*, p. 123.

collecting data.⁶ “instruments are set of questions or exercises or other tools which are used to measure skill, knowledge, intelligence, achievement, and attitude of someone or group of people”. Based on this opinion, the test is absolutely needed to measure the student achievement after teaching and learning process.

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. The material in a test is selected after careful analysis of the kind of reading that a child in the grades for which the test is intended may be called upon to do.⁷ Furthermore, a short examination of knowledge or ability is said by test.⁸ So, test is a practice that is used to measure someone' or a group's skill, knowledge, intelligence, ability or talent.

There are the indicators of major and minor supporting details as stated in the table below.

⁶ Arikunto *Op Cit.*, p. 29

⁷ Albert J. Harris, *How to Increase Reading Ability: Fifth Edition* (New York: Expert Hck, 1969), p. 153.

⁸ Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), p. 96.

Table 3.3
The Indicators of major and minor supporting details

No	Indicators	Items	Total	Score
	Identifying signal words in major	2, 4, and 8	3	15
2	Identifying signal word in minor	5, 7, 11, 15, and 20	5	25
3	Identifying major supporting details	1, 3, 6, 10, 12, and 17	6	30
4	Identifying minor supporting details	9, 13, 14, 16, 18, and 19	6	30
	Total		20	100

E. Validity and Reliability of Instrument

1. Validity of Instrument

Test validity refers to the degree to which a test measures what is supposed to measure. An instrument is called valid if it can measure what it is hoped to measure.⁹ Various methods can be used to assess the validity of a test; In this research, researcher uses item validity to establish the validity of the instrument.

Where, the test consist of Thirty multiple choice test.. To know validities each question will be refer to list r point biserial with r_t in 5

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 160.

% significant : 0,433 and in 1% significant: 0,549. If r account $\square\square$ list question valid.¹⁰

The formula of r point biserial:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : means score

M_t : means score from score total

SD_t : standard deviation from score total

p : presentation of right answer to the item being tested it validity item

q : presentation of wrong answer to the item being tested it validity item

From the result of the analysis of thirty instrument above, Researcher concluded that where twenty five categorized valid, they are number 1 up to 9, 11, 13, 14, 15, 17, 18 and 20 up to 29 and for the categorized invalid they are number 10, 12, 16, 19, and 30. The calculation of how to get it can be seen in the appendix III.

So, researcher conducted 20 items for test. Researcher took items number 1, 2, 4, 5, 7 up to 11 and 13 up to 15, and 17, 21, 22, 24, 25, 26, 27, 29 for the test.

¹⁰Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2012), p. 185.

2. Reliability of Instrument

Besides validity instrument, reliability is one of instruments used in languages testing. Test reliability is defined as the degree to which a test consistently measures whatever it measures.¹¹ The reliability of the scores can be estimated by administering a single form of test once. The formula is presented, KR-21 formula as follows:

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KV_t} \right)$$

Where:

r_{11} = reliability of instrument

K = the number of items in test

M = the mean of the test scores

V_t = total variant¹²

F. Technique of Data Analysis

After gathering the data, the researcher continued to the next step of analyzing the data. The percentage of students' successful was analyzed by applying the following formula, the mean score of the students was found:

$$M = \frac{\sum x}{N}$$

Where:

M : Mean

¹¹ L.R Gay & Airasian, *Educational Research: Competent for Analysis & Application* (U.S.A: Prentice Hall, 2000), p.88

¹² Suharsimi Arikunto, *Op. Cit.*, p. 302.

Σx : Total of students' score

N : Number of students ¹³

After collecting the students score, their ability in Understanding Major and Minor Supporting Details in Comprehending Texts text can be analyzed by using criteria of value.

Table 3.4
The Criteria Score Interpretation¹⁴

No.	Class of Score	Predicate
1.	80 – 100	Excellent
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 – 59	Low

¹³Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), p. 188.

¹⁴Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*. (Bandung: Alfabeta, cet.1, 2005), p.89.

CHAPTER IV

THE RESULT OF RESEARCH

Having conduct the students reading ability test, it then continue to analyze the data. The data were obtain from the result of the student reading test about Understanding Major and Minor Supporting Details in Comprehending Texts of the 36 student as sample.

Applying quantitative analysis, researcher used the formulation of Mean Score. Next, researcher described the data follows:

A. Data Description

1. The Score of students

Before going to analyze the description score of them, the researcher present the score for TBI-1 student. Below is the score of TBI-1 student.

Table 4.1
The Students' Total Scores TBI-1

No	Student	Score of test
1	ARMY AVRIYANTI	85
2	AKMAL KHAIRANI NST	85
3	UMMI SALEHA	85
4	NURMADINAH	70
5	NURSALIMAH	69
6	RAJAINAL	70
7	FAHRUL MARITO	75

8	MASLIJAH	80
9	KHUSNIL KHOTIMAH	76
10	DEWI FATIMAH	69
11	SRI HERYANI	80
	Total	846
	Mean	76.9

Based on the table above, it can be seen that the highest score of them is 85.8 and the lowest score is 69.5. The sum of the students' scores is 846. However, the total numbers of them are 11. Thus, the Mean Score of them can be calculated as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 M &= \frac{846}{11} \\
 &= 76.9
 \end{aligned}$$

Finally, from the calculation the score above, it can be got that the sum of the students' scores is 846, whereas the number of students that follow the test in TBI -1 is 11 students. Further, the values Mean Score of the students TBI-1 is 76.9. it means that their ability is good.

Next is the score of TBI-2

Table 4.2
The Students' Total Scores TBI-2

No	Student	Score of test
1	LAINA TUSSYARIFAH	70
2	INDAH PURNAMA SARI	79
3	ISMI RUQOYYAH	70
4	MUHAMMAD IDRIS	75
5	RAHMADANI NASUTION	69
6	AHMAD SUAIDI	70
7	NUR HALIMAH	75
8	NUR AZIZAH	74
9	HIPNI MARINA PADE	76
10	SRI NIRWANI	70
11	ROSDIANA DLT	78
12	YUSRINA ELINI PUTRI	80
13	INDAH PURNAMA SARI	80
	Total	966
	Mean	74.3

Based on the table above, it can be seen that the highest score of them is 80 and the lowest score is 69. The sum of the students' scores is 966.

However, the total numbers of them are 13. Thus, the Mean Score of them can be calculated as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{966}{13}$$

$$=74.3$$

Finally, from the calculation the score above, it can be got that the sum of the students' scores is 966, whereas the number of students that follow the test is 13 students. Further, the values Mean Score of the students TBI-2 74. 3. It means that their ability is good.

The last is score for TBI-3:

Table 4.3
The Score of student TBI-3

No	Student	Score of test
1	PIKE KHAIRANI NASUTION	70
2	NUR SAIMAH HRP	70
3	NUR HAPISAH	70
4	IRNA SUTY	78
5	HAMIMAH SARAGIH	75
6	GITA SUNARTI	78
7	NIRWANA PUTRID	76
8	DINA SRIWAHYUNI	57

9	HOTLAMARI PANE	57
10	FENNI HEPNI ROYANI	57
11	NURUL KHAIRANI	56
12	ISRA YANI SRG	87
	Total	831
	Mean	69.25

Based on the table above, it can be seen that the highest score of them is 87 and the lowest score is 56. The sum of the students' scores is 831. However, the total numbers of them are 12. Thus, the Mean Score of them can be calculated as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{831}{12}$$

$$= 69.25$$

So calculation of the score above, it can be got that the sum of the students' scores is 831, whereas the number of students that follow the test is 12 students. Further, the values Mean Score of the students TBI-3 69.25. from the mean score above it means got to enough criteria.

Then, the researcher calculates the students' score of all TBI students.

Table 4.4

No	Class	Sum Of The Sample	Total Score	Mean Score of Each Class
1.	TBI-1	11	846	76.99
2.	TBI-2	13	966	73.30
3.	TBI-3	12	831	69.25
Total		36	2643	73.41

$$M = \frac{\sum x}{N}$$

$$M = \frac{2643}{36}$$

$$= 73.41$$

Finally, it can be got that the sum of sample is 36, and total of score of them is 2643, it means that mean score of 3rd Year Students of English Education Department (TBI) IAIN Padangsidempuan 73.41, from the mean score above it means got to good criteria. In addition, the description the data of the students' ability in comprehending text, can be applied into the distribution frequency as follow:

$$\text{Range} = \text{high score} - \text{low score} = 85 - 56 = 29$$

$$\text{The total of classes (BK)} = 3 + 3.3 \log n$$

$$= 3 + 3.3 \log (29)$$

$$= 3 + 3.3 (29)$$

$$= 3 + 5.804$$

$$= 6.804$$

$$= 7$$

It means that:

$$i = \frac{R}{BK}$$

$$29/7 = 4.1 = 4$$

The Frequency Distribution of the Students' Score in Comprehending Text for
TBI-1

TABLE 4.5

No.	Interval	X	f	Fx
1.	65– 69	67. 2	2	18.18%
2.	70–74	72.5	2	18.18%
3.	75– 79	77.5	3	27.27%
4.	80– 84	82.5	2	18.18%
5.	85 –89	875	2	18.18%
	Total		11	100%

Based on the table above, it can be seen that how many student that have low score and the good score, There were 2 students' who have excellent predicate in comprehending text. There were 2 students' who have very good predicate in comprehending text. There were 3 students' who have good predicate in comprehending text. There were 2 students' who have enough predicate in comprehending text. And there were 2 students' who have low predicate in comprehending text. It can be seen at the histogram as below:

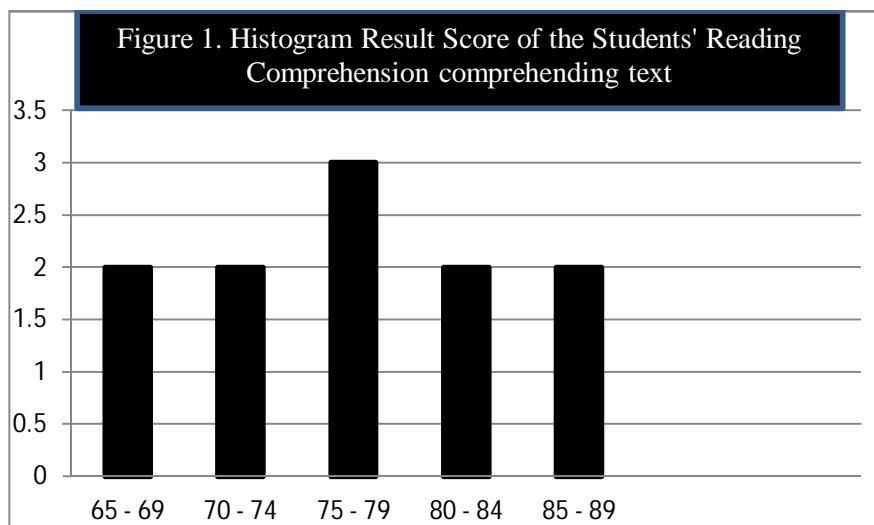


Figure 1: The Histogram of Students' 3rd Year of English Education Department (TBI) IAIN Ability in Comprehending Text at the Padangsidempuan

Than Frequency Distribution of the Students' Score in Comprehending Text for TBI-2

No.	Interval	X	f	Fx
1.	65– 69	67.5	1	7.69%
2.	70–74	72.5	5	38.46%
3.	75– 79	77.5	5	38.46%
4.	80– 84	82.5	2	15.38%
	Total		11	100%

Based on the table above, it can be seen that how many student that have low score and the good score, There were 1 students who have excellent predicate in comprehending text. There were 5 students who have very good predicate in comprehending text. There were 5 students' who have good predicate in comprehending text. There were 2 students who have enough predicate in comprehending text. It can be seen at the histogram as below:

Based on the table above, it can be drawn at histogram as follow:

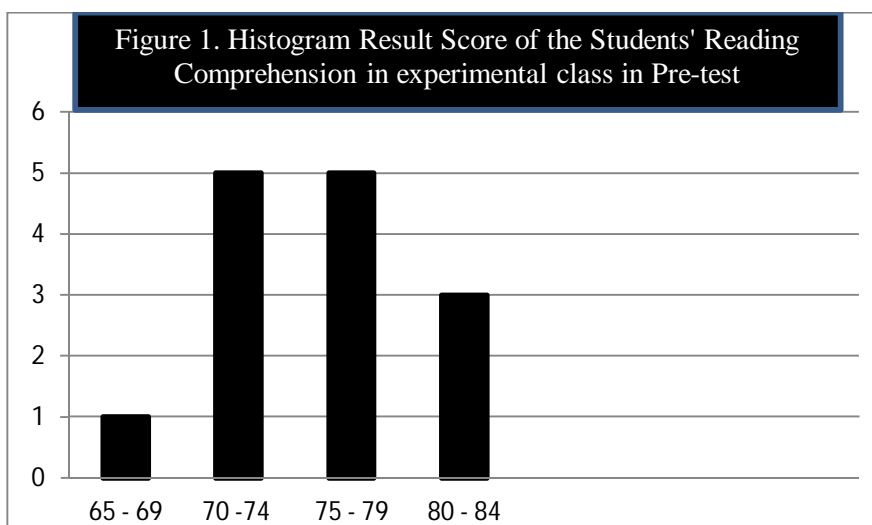
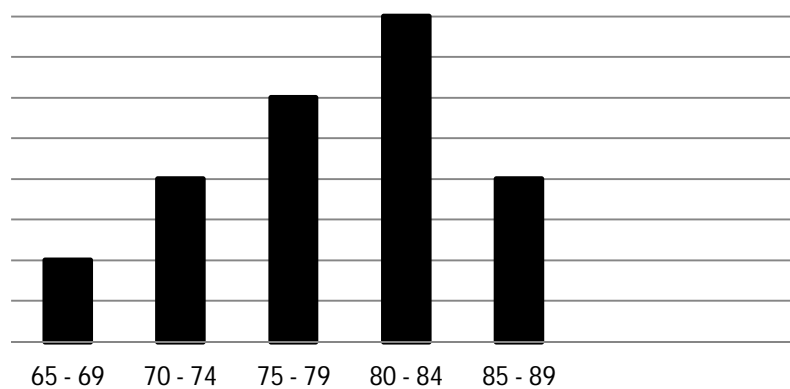


Figure 1. Histogram Result Score of the Students' Reading Comprehension in experimental class in Pre-test



The Frequency Distribution of the Students' of TBI-3 Score in Comprehending
Text

Table 4.7

No.	Interval	X	F	Fx
1.	55-59	57.5	4	33.3%
2.	60-64	62.5	0	-
3.	65- 69	67.2	0	-
4.	70-74	72.5	3	25%
5.	75- 79	77.5	4	33.3%
6.	80- 84	82.5	0	-
7.	85 -89	87.5	1	8.33%
	Total		12	100%

Based on the table above, it can be seen that how many student that have low score and the good score, There were 1 students who have excellent predicate in comprehending text. There were 4 students' who have very good predicate in comprehending text. There were 3 students' who have enough predicate in comprehending text. There were 4 students' who have fail predicate in comprehending text. It can be seen at the histogram as below:

Based on the table above, it can be drawn at histogram as follow:

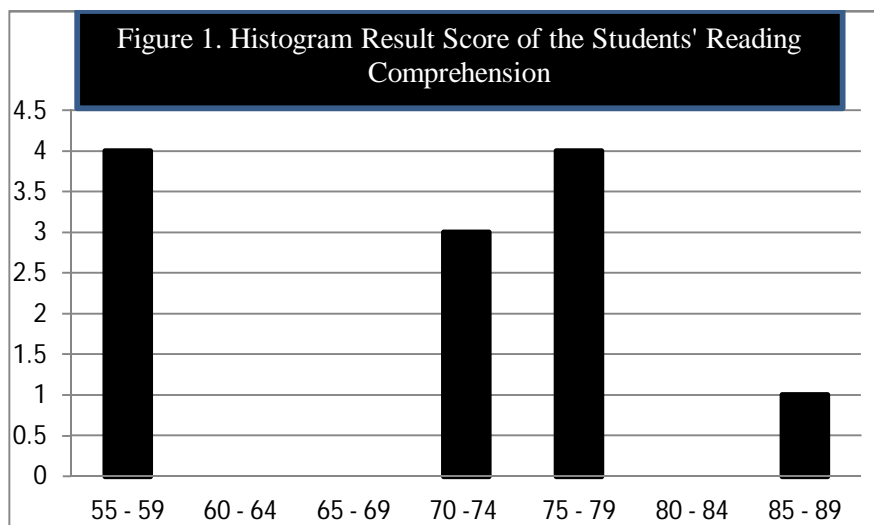


Figure 3: The Histogram of Students' 3rd Year of English Education Department (TBI-3) IAIN Ability in Comprehending Text at the Padangsidempuan

B. Discussion

Based on the theory and related findings, the researcher discuss what that was found.

Firstly, Romie in the research with title is “students’ ability in understanding generic structures of descriptive text” is good more than a half of the students achieve this category that is 70%. The students’ ability in understanding structure elements of narrative text is good. It is proved that more than a half of the students achieve this category that is 57.5%.

Secondly, Irma Yeka in her research “The Relationship between Reading and Structure Ability to the Students of SMA N 4

Padangsidempuan”.¹ Based on the Arikunto’s table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and the structure of the students at SMA N 4 Padangsidempuan is 0.720.”.they are categorized in to good criteria. It means that the students’ has good criteria in comprehending text.

Therefore, the researcher found the students’ mean score 73.41 it can be said that the 3rd Year Students of English Education Department (TBI) IAIN Padangsidempuan categorized in the good criteria based on the Criteria Score Interpretation in table **3.4**

Finally, researcher can conclude that the hypotheses was not accepted.

C. Hypotheses Testing

The hypotheses of the research, “The students of English Education Department (TBI) IAIN Padangsidempuan excellent ability about understanding major and minor supporting details in comprehending text” is not accepted because after conducted this research they got 74.31 mean score it means they have good ability in understanding major and minor supporting details based on the mean score of the students.

¹Irma Yeka “The Relationship between Reading and Structure Ability to the Students of SMA N 4 Padangsidempuan in 2005/ 2006 Academic Year”, *Thesis* (Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan, 2006), p. 71.

D. The Threats of the Research

The researcher as the former in doing the research has many weaknesses. It is caused by many aspects. In this case the writer here stated many researches limited, such as the former, the writer had the lack of knowledge and the processing of data may be has the simple one, so that is way the result is not good, as the expert done or far from the perfect. To end this research, the writer realizes there were many weaknesses in doing this research. Then, the writer feels this is the maximal effort that the writer has done, the writer expects to the generations will be able to do the best.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the test, test of The Students' Ability in Understanding Major and Minor Supporting Details in Comprehending Texts of the 3rd Year Students of English Education Department (TBI) IAIN Padangsidimpuan, the writer jumps in to Conclusion. After analyzing the data, the writer concludes as follows:

The Students' Ability in Understanding Major and Minor Supporting Details in Comprehending Texts of the 3rd Year Students of English Education Department (TBI) IAIN Padangsidimpuan could be categorized in the good criteria based on the means score 73.41, it can be seen from the result of data analysis that has described in the previous chapter. So researcher concluded that the hypotheses was not accepted because their ability not in the excellent criteria.

B. The Suggestion

Based on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows:

1. The students should study from their mistakes, so that their ability more improved.

2. English teacher more give attention and guidance to the student who have low ability in comprehending text, because each student have different ability.
3. English teacher should improve their English teaching and learning process especially in reading comprehension and give the motivation to the students of English department.
4. Academicals agent should be always providing the motivation and contribution to improve the quality of English education in IAIN Padangsidimpuan.
5. Suggested to the next researchers of this study should be taken into consideration if you want to doing a research.

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CURRICULUM VITAE

A. Identity

Name : WARNA SARI NASUTION
Nim : 09 340 0027
Place and Birthday : Sigalapung, 10 November1991
Sex : Female
Religion : Islamic
Address : Sigalapung, KEC: Huta Raja Tinggi

B. Parent

1. Father's name : Amir Hasan Nasution
2. Mother's name : Saibah HRP

C. Educational background

1. Graduated from Primary School SD IMPRES Hutaraja Tinggi in 1997-2003.
2. Graduated from Pesantren Al-Khoir MANANTI in 2003-2006.
3. Graduated from MA. Al-Falah AEK NABARA in 2006-2009.
4. Be University student in IAIN Padangsidempuan.

APPENDIX I
THE TEST BEFORE VALID

Name :

Program : TBI-1/ TBI-2/ TBI-3

A. Preface

1. This instrument is only for analyzing the data from the institute students about students' ability in understanding major and minor supporting details in descriptive text.
2. Your answers do not affect your score in Reading Comprehension subject.

B. Direction

1. Read each question accurately
2. Answer the question based on the direction given.
3. If there is the unclear question, ask to the researcher directly!

C. This text question from 1- 5

An Approach to the Study of Religion

There is a crucial question about the study of religion. The question is "Is it possible to study religion scientifically?" Religion is a social phenomenon as are politics, economics, psychology, anthropology and the like. These social sciences can be studied scientifically, so can religion. Religion is a universal phenomenon and is the most important ingredient in the study of human life.

There are two approaches to the study of religion. These approaches are linked through the unbroken line of the two extremes. The first approach is normative and the other is descriptive. The normative approach is based on the criteria of what is true and good and what is bad, what one ought not to do. This based on the personal internal experiences of the religion under or the messenger in contact with the divinity; the transcendental experience.

This approach can be looked at two ways. The first one is theology that is an attempt to give a systematic traditional expression of religious experience. In Islam it is called the “Aqa’id”, something which must be accepted and believed. The second way is religious ethics or moral behavior; how to act with one’s fellow man. The second approach is descriptive which is based on intellectual curiosity rather than on belief.

There are a number of disciplines which will help in understanding religion. The first is the history of religion; looking at religious behavior historically. The second is the psychology of religion; understanding the mental process and feeling of religious people, and the last is the sociology of religion; trying to understand how religious institutions, religious leaders, law, and the state. Using the descriptive approach, it is possible to study religion scientifically. There is a crucial question about the study of religion. The question is “Is it possible to study religion scientifically?”

1. How many minor supporting details can be found in the first paragraph ?
 - a. two
 - b. five
 - c. three
 - d. four
2. What word is used to signal for major detail in the second paragraph ?
 - a. There are
 - b. The first
 - c. What one
 - d. The first and the other
3. How many minor supporting details can be found in the first paragraph ?
 - a. Five
 - b. Two
 - c. Three
 - d. one
4. In the following paragraph, which of the sentence provides as a **major** supporting detail?

“1).This approach can be looked at two ways. 2).The first one is theology that is an attempt to give a systematic traditional expression of religious experience. 3). In Islam it is called the “Aqa’id”,

something which must be accepted and believed. 4). The second way is religious ethics or moral behavior; how to act with one's fellow man."

- a. Sentence 1 and 2
 - b. Sentence 2 and 4
 - c. Sentence 3
 - d. Sentence 2 and 3
5. Which sentence in the paragraph above provides a signal for major supporting detail?
- a. Sentence 1
 - b. Sentence 2 and 3
 - c. Sentence 3 and 4
 - d. Sentence 2 and 4
6. How many major supporting details can be found in the fourth paragraph ?
- a. two
 - b. three
 - c. four
 - d. five
7. Which sentence in the following paragraph provides a signal for minor supporting detail?

"1). Resort hotels. 2). Some resort hotels have package deals for skiers. 3). A resort hotel offers more than rooms; it offers activities such as golf, swimming, tennis, and skiing. 4). Guests can get a ski ticket and a hotel room for less than the cost of each one separately."

- a. Sentence 1
 - b. Sentence 2
 - c. Sentence 3
 - d. Sentence 4
8. In the following paragraph, the main idea is in **bold**. Indicate how many major supporting details you find for the main idea.
- 1)Before 1980 most doctors practiced alone. 2)**Today, however, most doctors are salaried employees.**3)**One reason is that the cost of starting a private practice is too high for most young doctors whose medical training has left***

them deeply in debt. 4)Another reason is that doctors get most of their payments from the government and insurance companies, not from patients, as they did in the past. 5)To be paid, doctors must fill out numerous forms to justify their fees. 6)Such as paperwork often proves too burdensome for a private doctor to handle.

- a. two major supporting details
 - b. three major supporting details
 - c. four major supporting details
 - d. one major supporting details
9. Which sentence in the paragraph above provides a signal for minor supporting detail?
- a. Sentence 1
 - b. Sentence 5
 - c. Sentence 2
 - d. Sentence 6
10. What word is used to signal the final major detail in the paragraph below?
- “1)According to psychiatrists, close relationships share a few basic characteristics.2) First, they usually involve frequent interaction over a long period of time.3) Second, they may include many different kinds of activities or events.4) For example, friends tend to discuss many different topics.5) In contrast, shallow relationships may focus on a single activity. 6)The exchanges between a homeowner and the local postal carrier are an example.7) Last, in close relationships, the influence between people is strong.8) We may forget a nasty remark from a salesperson.9) But we may suffer for weeks about a comment made by our best friend.”*
- a. According
 - b. last
 - c. but
 - d. for example
11. Which sentence in the paragraph above provide minor supporting detail?
- a. Sentence 1, 3, and 5
 - b. Sentence 4, 5 and 6
 - c. Sentence 2
 - d. Sentence 6

this text question from 9-11

Researchers have learned that people lie for five main reasons. The primary reason is to prevent discomfort. For example, if a coworker asked, "Do you

like my new haircut?" you might say yes, even if you hate it, to avoid hurting his or her feelings. Another common reason for lying is to avoid conflict. If a friend angers you and says, "Are you upset with me?" you might answer "No" to avoid a scene. People also lie as a way of socially acceptable. For instance, they might say, "That's interesting" when they actually find the other person's conversation boring. In addition, people lie to increase or decrease interaction with someone. Many people rid themselves of undesired company with the lie "I have to go now." Finally, people lie to have greater control over a situation. For example, if someone asks you out at the last minute and you have nothing planned, you might still say "I have other plans" in order to be the one "in charge."

12. Read the following paragraph and then choose which word or phrase introduces the third major detail:
 - a. also
 - b. another
 - c. for example
 - d. in addition
13. In the paragraph above, how many major supporting details there are for the main idea?
 - a. two major supporting details
 - b. three major supporting details
 - c. four major supporting details
 - d. one major supporting details
14. What word is used to signal the minor detail in the paragraph above?
 - a. finally
 - b. another
 - c. for example
 - d. in addition
15. In the following paragraph, how many major supporting details there are for the main idea?

*"Misinterpretations can be expected when translating from one language to another. But they are far too common when someone is speaking our own language. **However, there are ways to avoid misinterpreting what others are saying. First, listen very closely and carefully to what a speaker is saying. It is also helpful to repeat in your own words what you have just heard. This gives the speaker a***

chance to clarify points you might have misunderstood. Finally, ask questions whenever in doubt.”

- a. one major supporting detail
- b. two major supporting details
- c. three major supporting details
- d. four major supporting details

16. In the following paragraph, how many major supporting details there are for the main idea?

“Some of the best material for your speech will come from what you read. There are a few types of written materials that you should consider when preparing a speech. First, consider books. By checking the card catalog of your library, you are likely to find at least one or two books on your topic. Magazines are also a good source. You can discover helpful articles by checking the index of magazine articles at the library. Newspapers can also be useful sources of information.”

- a. one major supporting detail
- b. two major supporting details
- c. three major supporting details
- d. four major supporting details

17. In the following paragraph, which of the sentence provides as a **minor** supporting detail?

(1) Small businesses play important roles in our economy. (2) First of all, they create many jobs for Americans. (3) Almost all new jobs created in the United States in the past decade are in businesses with fewer than 100 employees. (4) Another important way small businesses contribute to our economy is by encouraging new products. (5) Among the products that small businesses have contributed are the safety razor and stainless steel. (6) Third, many small businesses meet consumers' special needs. (7) If you want to rent a Santa Claus suit or buy an odd piece of sheet music, you naturally turn to a small business for help.

- a. sentence 1
- b. sentence 3
- c. sentence 4
- d. sentence 6

18. In the paragraph above, which of the sentence provides a signal for **major** supporting detail?

- a. sentence 1 and 2

- b. sentence 3 and 6
- c. sentence 4 and 7
- d. sentence 6, 4 and 2

19. Read the following paragraph and then select which of the ideas below is as a **minor** supporting detail.

1) Having to give a speech or report in front of a group of other people can be a frightening experience, 2) but there are ways you can make it more bearable. 3) One way to reduce your fear is to choose a topic you know something about and are interested in. 4) You will feel more comfortable talking to the audience if you have confidence in your knowledge of the subject. 5) A second key way to control nervousness is to prepare for the speech. 6) If you rehearse your speech in front of a small group, or even in front of a mirror, you will build your confidence. 7) Finally, you can practice relaxation techniques right before you give your speech, using breathing exercises and visualizing yourself succeeding at the speech.

- a. Giving a speech is a frightening experience.
- b. Choose a topic you know something about.
- c. Prepare for the speech.
- d. Rehearse in front of a small group.

20. In the paragraph above, which of the sentence provides a signal for **major** supporting detail?

- a. sentence 1 and 2
- b. sentence 3, 5 and 7
- c. sentence 4 and 7
- d. sentence 6, 4 and 2

21. Read the following paragraph and then select which of the ideas below is as a **minor** supporting detail.

"1) Once a virus, bacteria, or other pathogen enters your body, you can go through five stages of disease. 2) First is the incubation period, which begins as soon as the virus enters. 3) At this time, the pathogen spreads throughout your body. 4) Next is the early-symptom stage. 5) During this stage, the pathogen is highly contagious, but the symptoms are mild. 6) The third stage, clinical disease, is the peak of the disease. 7) This is usually when the disease can be diagnosed by a physician. 8) In the next stage, the decline stage, the symptoms begin to disappear. 9) You will start to feel better, but your body is still weak. 10) Convalescence is the last stage, when your body recovers. 11) Most diseases are not contagious in the last stage."

- a. the five stages of disease
- b. Next is the early the early symptom

- c. Once a virus, bacteria, or other pathogen enters your body, you can go through five stages of disease
 - d. At this time, the pathogen spreads throughout your body
22. In the paragraph above, which of the sentence provides a signal for **minor** supporting detail?
- a. Sentence 3, 7 and 11
 - b. Sentence 1, 2 and 3
 - c. Sentence 3, 5 and 7
 - d. Sentence 8, 5 and 4
23. In the paragraph above, which of the sentence provides a signal for **major** supporting detail?
- a. Sentence 2, 4, 8 and 10
 - b. Sentence 1, 2 and 3
 - c. Sentence 3, 5 and 7
 - d. Sentence 8, 5 and 4
24. Which sentence in the following paragraph provides as a minor supporting detail?
- (1) According to psychiatrists, close relationships share a few basic characteristics. (2) First, they usually involve frequent interaction over a long period of time. (3) Second, they may include many different kinds of activities or events. (4) For example, friends tend to discuss many different topics. (5) In contrast, shallow relationships may focus on a single activity. (6) The exchanges between a homeowner and the local postal carrier are an example. (7) Last, in close relationships, the influence between people is strong. (8) We may forget a nasty remark from a salesperson. (9) But we may suffer for weeks about a comment made by our best friend.*
- a. sentence 2
 - b. sentence 4
 - c. sentence 7
 - d. sentence 9
25. How many major supporting details can be found in the this paragraph ?
- a. two
 - b. three
 - c. four
 - d. five
26. How many minor supporting details can be found in the this paragraph ?
- "1).There are a number of disciplines which will help in understanding religion. 2).The first is the history of religion;3). looking at religious behavior historically. 4).The second is the psychology of*

religion 5). *understanding the mental process and feeling of religious people*, 6). *and the last is the sociology of religion*; 7) *trying to understand how religious institutions, religious leaders, law, and the state.*"

- a. two
- b. three
- c. four
- d. five

27. Which sentence in the following paragraph provides as a minor supporting detail?

1)The Statue of Liberty is visited by thousands of people every year. 2)The Statue of Liberty is a 151 foot statue of a woman holding a book and a torch. 3) It is located on an island in New York Harbor. 4)It was a gift of friendship from the people of France. 5) It has become a universal symbol of freedom.

- a. sentence 1
- b. sentence 2
- c. sentence 3
- d. sentence 4

28. Which sentence in the paragraph above provides as a major supporting detail?

- a. sentence 1
- b. sentence 2
- c. sentence 3
- d. sentence 4

29. Words such as "first," "another," "also," and "finally" often tell you that a new supporting detail is being introduced. Such words known as:

- b. list words
- c. addition words

30. Words such as "*several reasons*," "*a number of factors*," and "*three advantages*" tell you that a series of details is coming. Such words are known as:

- a. addition words
- b. list words

APPENDIX II

KEY ANSWER BEFORE VALID

Name :

Program : TBI-1/ TBI-2/ TBI-3

1. A

2. D

3. B

4. B

5. D

6. B

7. C

8. A

9. D

10. B

11. B

12. D

13. C

14. C

15. B

16. A

17. B

18. D

19. D

20. B

21. D

22. C

23. A

24. B

25. C

26. B

27. D

28. B

29. B

30. A

APPENDIC III

THE TEST AFTER VALID

Name :

Program : TBI-1/ TBI-2/ TBI-3

A. Preface

1. This instrument is only for analyzing the data from the institute students about students' ability in understanding major and minor supporting details in descriptive text.
2. Your answers do not affect your score in Reading Comprehension subject.

B. Direction

1. Read each question accurately
2. Answer the question based on the direction given.
3. If there is the unclear question, ask to the researcher directly!

C. This text question from 1- 2

An Approach to the Study of Religion

There is a crucial question about the study of religion. The question is “Is it possible to study religion scientifically?” Religion is a social phenomenon as are politics, economics, psychology, anthropology and the like. These social sciences can be studied scientifically, so can religion. Religion is a universal phenomenon and is the most important ingredient in the study of human life.

There are two approaches to the study of religion. These approaches are linked through the unbroken line of the two extremes. The first approach is normative and the other is descriptive. The normative approach is based on the criteria of what is true and good and what is bad, what one ought not to do. This based on the personal internal experiences of the religion under or the messenger in contact with the divinity; the transcendental experience.

This approach can be looked at two ways. The first one is theology that is an attempt to give a systematic traditional expression of religious experience. In Islam it is called the “Aqa'id”,

something which must be accepted and believed. The second way is religious ethics or moral behavior; how to act with one's fellow man. The second approach is descriptive which is based on intellectual curiosity rather than on belief.

There are a number of disciplines which will help in understanding religion. The first is the history of religion; looking at religious behavior historically. The second is the psychology of religion; understanding the mental process and feeling of religious people, and the last is the sociology of religion; trying to understand how religious institutions, religious leaders, law, and the state. Using the descriptive approach, it is possible to study religion scientifically. There is a crucial question about the study of religion. The question is "Is it possible to study religion scientifically?"

1. How many minor supporting details can be found in the first paragraph ?
 - a. two
 - b. five
 - c. three
 - d. four
2. What word is used to signal for major detail in the second paragraph ?
 - a. There are
 - b. The first
 - c. What one
 - d. The first and the other
3. In the following paragraph, which of the sentence provides as a **major** supporting detail?

"1).This approach can be looked at two ways. 2).The first one is theology that is an attempt to give a systematic traditional expression of religious experience. 3). In Islam it is called the "Aqa'id", something which must be accepted and believed. 4). The second way is religious ethics or moral behavior; how to act with one's fellow man."

 - a. Sentence 1 and 2
 - b. Sentence 2 and 4
 - c. Sentence 3
 - d. Sentence 2 and 3
4. Which sentence in the paragraph above provides a signal for major supporting detail?
 - a. Sentence 1
 - b. Sentence 2 and 3
 - c. Sentence 3 and 4
 - d. Sentence 2 and 4
5. Which sentence in the following paragraph provides a signal for minor supporting detail?

“1). Resort hotels. 2). Some resort hotels have package deals for skiers. 3). A resort hotel offers more than rooms; it offers activities such as golf, swimming, tennis, and skiing. 4). Guests can get a ski ticket and a hotel room for less than the cost of each one separately.”

- a. Sentence 1
 - b. Sentence 2
 - c. Sentence 3
 - d. Sentence 4
6. In the following paragraph, the main idea is in **bold**. Indicate how many major supporting details you find for the main idea.
- 1)Before 1980 most doctors practiced alone. 2)Today, however, most doctors are salaried employees.3)One reason is that the cost of starting a private practice is too high for most young doctors whose medical training has left them deeply in debt. 4)Another reason is that doctors get most of their payments from the government and insurance companies, not from patients, as they did in the past. 5)To be paid, doctors must fill out numerous forms to justify their fees. 6)Such as paperwork often proves too burdensome for a private doctor to handle.*
- a. two major supporting details
 - b. three major supporting details
 - c. four major supporting details
 - d. one major supporting details
7. Which sentence in the paragraph above provides a signal for minor supporting detail?
- a. Sentence 1
 - b. Sentence 5
 - c. Sentence 2
 - d. Sentence 6
8. What word is used to signal the final major detail in the paragraph below?
- “1)According to psychiatrists, close relationships share a few basic characteristics.2) First, they usually involve frequent interaction over a long period of time.3) Second, they may include many different kinds of activities or events.4) For example, friends tend to discuss many different topics.5) In contrast, shallow relationships may focus on a single activity. 6)The exchanges between a homeowner and the local postal carrier are an example.7) Last, in close relationships, the influence between people is strong.8) We may forget a nasty remark from a salesperson.9) But we may suffer for weeks about a comment made by our best friend.”*
- a. According
 - b. last
 - c. but
 - d. for example
9. Which sentence in the paragraph above provide minor supporting detail?

- a. Sentence 1, 3, and 5
- b. Sentence 4, 5 and 6
- c. Sentence 2
- d. Sentence 6

this text question from 10-11

Researchers have learned that people lie for five main reasons. The primary reason is to prevent discomfort. For example, if a coworker asked, "Do you like my new haircut?" you might say yes, even if you hate it, to avoid hurting his or her feelings. Another common reason for lying is to avoid conflict. If a friend angers you and says, "Are you upset with me?" you might answer "No" to avoid a scene. People also lie as a way of socially acceptable. For instance, they might say, "That's interesting" when they actually find the other person's conversation boring. In addition, people lie to increase or decrease interaction with someone. Many people rid themselves of undesired company with the lie "I have to go now." Finally, people lie to have greater control over a situation. For example, if someone asks you out at the last minute and you have nothing planned, you might still say "I have other plans" in order to be the one "in charge."

10. In the paragraph above, how many major supporting details there are for the main idea?

- a. two major supporting details
- b. three major supporting details
- c. four major supporting details
- d. one major supporting details

11. In the following paragraph, which of the sentence provides as a **minor** supporting detail?

(1) Small businesses play important roles in our economy. (2) First of all, they create many jobs for Americans. (3) Almost all new jobs created in the United States in the past decade are in businesses with fewer than 100 employees. (4) Another important way small businesses contribute to our economy is by encouraging new products. (5) Among the products that small businesses have contributed are the safety razor and stainless steel. (6) Third, many small businesses meet consumers' special needs. (7) If you want to rent a Santa Claus suit or buy an odd piece of sheet music, you naturally turn to a small business for help.

- a. sentence 1
- b. sentence 3
- c. sentence 4
- d. sentence 6

12. What word is used to signal the minor detail in the paragraph above?

- a. finally
- b. another
- c. for example
- d. in addition

13. In the following paragraph, how many major supporting details there are for the main idea?

*“Misinterpretations can be expected when translating from one language to another. But they are far too common when someone is speaking our own language. **However, there are ways to avoid misinterpreting what others are saying. First, listen very closely and carefully to what a speaker is saying. It is also helpful to repeat in your own words what you have just heard. This gives the speaker a chance to clarify points you might have misunderstood. Finally, ask questions whenever in doubt.**”*

- a. one major supporting detail
 - b. two major supporting details
 - c. three major supporting details
 - d. four major supporting details
14. Read the following paragraph and then select which of the ideas below is as a **minor** supporting detail.
- “1)Once a virus, bacteria, or other pathogen enters you body, you can go through five stages of disease. 2)First is the incubation period, which begins as soon as the virus enters. 3)At this time, the pathogen spreads throughout your body.4) Next is the early-symptom stage. 5)During this stage, the pathogen is highly contagious, but the symptoms are mild. 6)The third stage, clinical disease, is the peak of the disease. 7)This is usually when the disease can be diagnosed by a physician. 8)In the next stage, the decline stage, the symptoms begin to disappear. 9)You will start to feel better, but your body is still weak.10) Convalescence is the last stage, when your body recovers. 11)Most diseases are not contagious in the last stage.”*
- a. the five stages of disease
 - b. Next is the early the early symptom
 - c. Once a virus, bacteria, or other pathogen enters you body, you can go through five stages of disease
 - d. At this time, the pathogen spreads throughout your body
15. In the paragraph above, which of the sentence provides a signal for **minor** supporting detail?
- a. Sentence 3, 7 and 11
 - b. Sentence 1, 2 and 3
 - c. Sentence 3, 5 and 7
 - d. Sentence 8, 5 and 4
16. Which sentence in the following paragraph provides as a minor supporting detail?
- (1) According to psychiatrists, close relationships share a few basic characteristics. (2) First, they usually involve frequent interaction over a long period of time. (3) Second, they may include many different kinds of activities or events. (4) For example, friends tend to discuss many different topics. (5) In contrast, shallow relationships may focus on a single activity. (6) The exchanges between a homeowner and the local postal carrier*

are an example. (7) Last, in close relationships, the influence between people is strong. (8) We may forget a nasty remark from a salesperson. (9) But we may suffer for weeks about a comment made by our best friend.

- a. sentence 2
- b. sentence 4
- c. sentence 7
- d. sentence 9

17. How many major supporting details can be found in the this paragraph ?

- a. two
- b. three
- c. four
- d. five

18. How many minor supporting details can be found in the this paragraph ?

“1).There are a number of disciplines which will help in understanding religion. 2).The first is the history of religion;3). looking at religious behavior historically. 4).The second is the psychology of religion5).understanding the mental process and feeling of religious people, 6). and the last is the sociology of religion;7) trying to understand how religious institutions, religious leaders, law, and the state.”

- a.two
- b.three
- c.four
- d.five

19. Which sentence in the following paragraph provides as a minor supporting detail?

1)The Statue of Liberty is visited by thousands of people every year. 2)The Statue of Liberty is a 151 foot statue of a woman holding a book and a torch.3) It is located on an island in New York Harbor. 4)It was a gift of friendship from the people of France. 5) It has become a universal symbol of freedom.

- a. sentence 1
- b. sentence 2
- c. sentence 3
- d. sentence 4

20. Words such as "first," "another," "also," and "finally" often tell you that a new supporting detail is being introduced. Such words known as:

- a. list words
- b. addition words

APPENDIX IV

KEY ANSWER OF TEST AFTER VALID

Name :

Program : TBI-1/ TBI-2/ TBI-3

1. A	11. B
2. D	12. C
3. B	13. B
4. D	14. D
5. C	15. C
6. A	16. B
7. D	17. C
8. B	18. B
9. B	19. D
10. D	20. B

Testee	Skor Untuk Butir Item Nomor																														Skor Total (X _t)		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	X	X ²	
A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	784	
B	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28	784	
C	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	784	
D	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	27	729	
E	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	29	841	
F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	841	
G	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	5	25
H	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	6	36
I	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	4	16
J	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25
K	1	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	0	0	0	0	17	289	
L	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	7	49	
M	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841	
N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	29	841	
O	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28	784	
P	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25	
Q	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25	
R	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6	36	
S	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	16	
T	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	784	
U	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841	
N=21	12	11	11	11	13	12	11	11	14	16	11	17	13	12	13	20	11	13	14	11	13	11	11	12	12	13	12	12	10	13	Σx 376	Σx ² 9396	
p	0,57	0,52	0,52	0,52	0,61	0,57	0,52	0,52	0,66	0,76	0,52	0,80	0,61	0,57	0,61	0,95	0,52	0,61	0,66	0,52	0,61	0,52	0,52	0,57	0,57	0,61	0,57	0,57	0,47	0,61			
q	0,42	0,57	0,57	0,57	0,42	0,42	0,57	0,57	0,33	0,23	0,57	0,19	0,42	0,42	0,42	0,04	0,57	0,42	0,33	0,57	0,42	0,57	0,57	0,42	0,42	0,42	0,42	0,52	0,42				

Appendix IV

Table Validity of Test

Number of Item	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1.	27,41	17,90	11,24	0,57	0,42	0,974	0,433	Valid
2.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
3.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
4.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
5.	25,76	17,90	11,24	0,61	0,38	0,869	0,433	Valid
6.	31,33	17,90	11,24	0,57	0,42	1,611	0,433	Valid
7.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
8.	27,36	17,90	11,24	0,52	0,57	0,798	0,433	Valid
9.	24,42	17,90	11,24	0,66	0,33	0,580	0,433	Valid
10.	16,25	17,90	11,24	0,76	0,23	0,264	0,433	Valid
11.	27,27	17,90	11,24	0,52	0,57	0,755	0,433	Valid
12.	16,94	17,90	11,24	0,80	0,19	0,174	0,433	Invalid
13.	28	17,90	11,24	0,61	0,38	1,120	0,433	Valid
14.	27,41	17,90	11,24	0,57	0,42	0,974	0,433	Valid
15.	25,84	17,90	11,24	0,61	0,38	0,882	0,433	Valid
16.	18,45	17,90	11,24	0,95	0,04	0,198	0,433	Invalid
17.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
18.	28	17,90	11,24	0,61	0,38	1,120	0,433	Valid
19.	17,71	17,90	11,24	0,66	0,33	-0,01	0,433	Invalid
20.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
21.	25,61	17,90	11,24	0,61	0,38	0,863	0,433	Valid
22.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
23.	25,72	17,90	11,24	0,52	0,57	0,655	0,433	Valid
24.	27,41	17,90	11,24	0,57	0,42	0,974	0,433	Valid
25.	27,41	17,90	11,24	0,57	0,42	0,974	0,433	Valid
26.	25,76	17,90	11,24	0,61	0,38	0,869	0,433	Valid
27.	26,41	17,90	11,24	0,57	0,42	0,870	0,433	Valid
28.	26,58	17,90	11,24	0,57	0,42	0,585	0,433	Valid
29.	25,7	17,90	11,24	0,47	0,52	0,658	0,433	Valid
30.	17,53	17,90	11,24	0,61	0,38	0,038	0,433	Invalid

Written text comprehension is one of the abilities that is most often evaluated in schools all over the world. And every day teachers deal with children who have not completely understood what they have read. It is difficult to doubt the existence and the importance of the problem. However, this problem is not always presented in terms of a specific "reading comprehension difficulty" or "disability." Comprehension difficulties are often an aspect of learning disabilities or of developmental cognitive difficulties more generally. In a sense, however, these problems can be related to written text comprehension, for example, language disorders (occasionally with specific mention of the receptive aspect) or a text decoding problem (e.g., developmental dyslexia). The scientific literature reflects this trend, because problems with decoding, dyslexia, and language disorders have attracted more interest from researchers than have specific comprehension problems, and have occupied more room in specialized journals. On the contrary, normal reading comprehension has been a favorite with researchers. Over the last 20 years, great efforts have been made to investigate the normal processes of text comprehension. On the other hand, scarce interest has been paid to subjects who have comprehension difficulties. This neglect really is a shame for several reasons but especially because we do not have enough direct information enabling us to understand and help children with these disabilities. Moreover, research does not take advantage of the precious information that can be gathered from these children in order to reach a better understanding of the nature of written text comprehension in the population more generally.

This book is an attempt to remedy this situation. Although the existence of a text comprehension problem cannot be denied, it is unlikely to be presented as such. We have already mentioned the fact that this problem is sometimes only identified in association with other problems, such as written text decoding, communication abilities, and spoken language. In other cases, because of its pervasiveness (inevitably a written text comprehension problem reflects on a very large variety of school difficulties), it is "covered" by a wider definition of school difficulties, such as a general learning disability, slow learning, study problems, and so on. It is apparent that students who find it difficult to fully understand what they read will no doubt have difficulties in studying, assimilating new information, and in many other situations (from problem solving to reasoning with linguistic contents) requiring text comprehension.

How important and widespread is the problem?

Therefore, there are many reasons for considering reading comprehension one of the main goals of learning and education. No matter how technology

transforms social organization, a variety of texts will have to be processed by people, and reading comprehension will probably always be required. Even if we have available in the future instruments to transform written texts into oral ones, we will be able to avoid decoding but not comprehension problems. Even if multimedia communication drastically reduces the space of traditional written texts (books, newspapers, etc.), reading comprehension will be implicated in the processing of messages transmitted through other media. Comprehension of text files presented in a computer screen will involve some specific processes of interest, but also many other processes overlapping with those required by written texts. Today, good reading comprehension remains the most important key for school learning. In fact, every subject requires the processing of texts, their further elaboration and assimilation. The typical profile of a

child with a reading comprehension problem (sometimes defined as a "poor comprehender") describes children who are slow in learning because they are not able to learn at the same rate as their classmates from lectures and textbooks. In general, teachers and administrators frequently rate the learning ability of their pupils, coming to the conclusion that many of them experience severe problems. If we were to use these assessments to estimate the proportion of pupils with a reading comprehension problem, we would arrive at the conclusion that the problem is very common and relevant in schools. However, this estimate would be inaccurate, because the relationship between a specific reading comprehension problem and school failure is not necessarily reciprocal. Children with a reading comprehension problem will probably fail in school, but pupils who fail in school do not necessarily have a reading comprehension problem. A correct estimate of the proportion of children with a specific reading comprehension problem requires the definition of unambiguous and operational criteria and procedures. This is a difficult task, as can be witnessed by the variety of procedures illustrated in the different chapters of this book, which come from different countries and research traditions. For example, Cornoldi, De Beni, and Pazzaglia present data obtained from a systematic testing of 1,285 boys and girls ages 11 to 13. In this group, 66 subjects (approximately 5% of the population) were classified as having a highly specific, mild or severe, reading comprehension problem. This research involved Italian subjects, and must be calibrated with reference to different procedures, populations, and languages. In fact, different standards of achievement in a reading comprehension competence have been described for random populations from different countries (e.g., Thorndike, 1973). One of the few existing cross-cultural comparisons has suggested that the proportion of children with a reading comprehension level well below their intelligence level is between 2% and 4.5% in the United States and from 3.65% to 8.5% in Italy, depending on the criterion adopted (Lindgren, Di Renzi, & Richman, 1985).

Is the problem specific?

How specific is a reading comprehension problem? The chapters included in this volume present a variety of positions in this respect, demonstrating the extent to which this question is debated. Researchers asserting that the problem is not specific can find relevant evidence supporting their position. The most compelling evidence comes from the observation that very often a reading comprehension difficulty is associated with one or more other characteristics, in particular: problems in decoding, problems in oral language, mental retardation, or, as already discussed, a general problem with learning and studying. The first chapter in this volume, by Gough and his colleagues, presents evidence in favor of a dissociation between decoding and comprehension, but tends to view as identical the comprehension processes involved in processing written and auditory texts, the only difference between the two tasks being the necessity for decoding in one and not the other. The multiplicative relationship between decoding and oral comprehension as an index of reading comprehension ability assumes that when either decoding or oral comprehension is equal to zero, reading comprehension is not possible. Further, if the decoding level is held constant, the only variable that predicts reading comprehension ability should be the ability to understand an oral text. This assumption finds confirmation in cases where the two aspects are related. However, there is also a large amount of evidence suggesting that children can have poor decoding abilities, but good comprehension abilities. This dissociation is complemented by the opposite dissociation showing that some children have good decoding abilities, but do not understand what they read, as happens in a dramatic way in cases of

hyperlexia, which is often associated with autism (e.g., Healy, Aram, Horwitz, & Kessler, 1982). However, this dissociation can also be observed in larger groups of children (as documented by many chapters of this book). A distinction between decoding and comprehension can be made clearer when the procedures for measuring the two skills are made independent. For example, it has been suggested that slow, non-automatic, decoders may expend so much effort in decoding that they are no longer able to understand what they read (Perfetti, 1985). The role of single-word decoding as a contributor to reading comprehension ability can, however, be reduced by using reading comprehension tests which do not pose speed constraints. If decoding is equal to zero (as in the early phases of reading acquisition), then comprehension will also be equal to zero, but very soon in the school career of the child (in this book we have evidence in the Stothard and Hulme and in the Oakhill and Yuill chapters of early dissociations), the two aspects will start to be distinguishable. To what extent they can be really distinguished is a question that remains open and is debated in many ways in the book. Even more strict is the relationship connecting

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Children's Reading Comprehension Difficulties

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Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world (e.g., Garnham, 2001; Gernsbacher, 1990; Kintsch, 1998). Given the complex nature of reading comprehension, it is not surprising that some individuals have difficulties in this area. Individual differences in text comprehension have been observed in both developmental (e.g., Nation & Snowling, 1997; Oakhill, 1994) and college-aged populations (e.g., Gernsbacher & Faust, 1991; Long, Seely, & Oppy, 1999). Difficulty with reading comprehension has also been reported in a range of clinical disorders such as early onset hydrocephalus (Dennis & Barnes, 1993), autism (Snowling & Frith, 1986), nonverbal learning disorder (Pelletier, Ahmad, & Rourke, 2001), specific language impairment (Bishop & Adams, 1990), Turner's syndrome (Temple & Carney, 1996) and Williams syndrome (Laing, Hulme, Grant, & Karmiloff-Smith, 2001). Thus, there is no shortage of evidence pointing to the fact that some individuals experience reading comprehension difficulties.

The nature and origins of reading comprehension difficulties, however, are not so clear.

The aim of this chapter is to review what is known about reading comprehension difficulties in children, with a view to addressing two major issues. First, although individuals who experience difficulty with reading comprehension can be identified, does it make sense to talk about specific reading comprehension difficulties? Second, what are the causes of reading comprehension failure? The focus of the chapter

er will be on children who appear to show selective impairments of reading comprehension. That is, their reading accuracy is within the normal range for their age, but their comprehension of what is read is substantially below average. Studies of such children allow us to identify cognitive systems that may be particularly crucial for the development of reading

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comprehension, and that are relatively independent of the processes underlying the development of word recognition skills in reading.

“Specific” Deficits in Reading Comprehension?

Are there individuals who show specific reading comprehension deficits? The answer to this seemingly simple question is not straightforward. The starting place is to separate reading into two component parts, one concerned with recognizing printed words, and one concerned with understanding the message that the print conveys. Although the correlation between word recognition and reading comprehension is substantial (e.g., Juel, Griffith, & Gough (1986) report correlations of .74 and .69 for first- and second-grade children), it is not perfect and some individuals perform adequately on one component but poorly on the other. Oakhill and colleagues (Oakhill, 1994; Yuill & Oakhill, 1991) were the first to describe children who obtained normal-for-age text reading accuracy, but showed impaired reading comprehension. Stothard and Hulme (1992, 1995) and Nation and Snowling (1997) investigated populations of children selected in broadly similar ways.

At a simple level of description level, these children (who will be referred to in this chapter as “poor comprehenders”) read accurately but have specific difficulty understanding what they read. Typically, poor comprehenders are rare in clinically referred samples of children with reading difficulties (e.g., Leach, Scarborough, & Rescorla, 2003; Shankweiler, Lundquist, Katz et al., 1999). However, this is probably a reflection of referral bias.

Indeed, when populations of 7–10-year-old children have been screened in the UK, approximately 10% could be classified as poor comprehenders (Nation & Snowling, 1997; Stothard & Hulme, 1992; Yuill & Oakhill, 1991).

How might the “poor comprehender” profile be conceptualized? According to Hoover

and Gough's (1990) "simple view" of reading, reading comprehension comprises two sets of skills, those concerned with decoding or recognizing printed words, and those involved in linguistic comprehension. The relationship between decoding and linguistic comprehension is considered to be multiplicative: there can be no reading comprehension without the ability to decipher or recognize words, and similarly, reading comprehension will fail if children lack the linguistic comprehension to understand what it is they have decoded. Put simply, both decoding and linguistic comprehension are necessary, and neither skill on its own is sufficient, if successful reading comprehension is to follow. The essence of the simple model is captured beautifully by Gough, Hoover, and Peterson's (1996) account of the elderly John Milton, who due to failing sight was unable to reread the Greek and Latin classics. His solution was to teach his daughters how to decode Greek and Latin. Having accomplished the basics of Latin and Greek letter-sound correspondences, they were able to read the texts aloud while their father listened. The product was, for Milton at least, successful reading comprehension. Thus, according to the simple view, reading comprehension is the product of decoding and linguistic comprehension. It follows from this that children with poor reading comprehension must have deficits either in decoding, linguistic comprehension, or both. The logic of this view argues that reading comprehension deficits cannot be specific, but

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instead must be related to weaknesses in one or both of its component parts. For the children described above as having specific reading comprehension impairments, which component of reading comprehension is at fault?

Decoding difficulties as a source of poor reading comprehension
According to the simple model, decoding skill can place a constraint on reading comprehension. A specific form of this hypothesis was proposed by Perfetti (1985) who claimed that when decoding is slow and effortful, resources are dedicated to word-level processing. By contrast, when decoding is automatic, resources

are available for the task of comprehension. In line with Perfetti's "verbal efficiency" hypothesis, evidence demonstrates that reading comprehension is compromised when decoding is poor. Word reading speed and reading comprehension correlate in child as well as adult populations (Hess & Radtke, 1981; Jackson & McClelland, 1979), and Perfetti and Hogaboam (1975) found that children with poor reading comprehension were slower at reading words and nonwords than their classmates. Moreover, the relationship between decoding efficiency and reading comprehension is maintained over time, and measurements of nonword reading taken in early childhood predict later variations in reading comprehension measured in secondary school years and adulthood (Bruck, 1990; Perfetti, 1985).

As pointed out by Oakhill and colleagues, however, inefficient decoding is unlikely to be the only source of reading comprehension impairment. As noted above, some children have poor reading comprehension but show age-appropriate levels of text reading accuracy, leading to the conclusion that inadequate decoding cannot be the source of poor comprehenders' difficulties. However, the demonstration of adequate text reading accuracy

does not necessarily imply efficient word-level processing (Perfetti 1994; Perfetti, Marron, & Foltz, 1996). Even when reading accuracy is adequate, if it is slow or inefficient, comprehension may be compromised. Thus, Perfetti argued it is necessary to show that poor comprehenders decode not just as accurately as control children, but that they do so with equivalent efficiency, if their comprehension problems are to be considered at all exceptional.

Such evidence was forthcoming from a study by Nation and Snowling (1998a) who found that poor comprehenders read nonwords as quickly as control children. This experimental finding is confirmed by observations that poor comprehenders perform at age-appropriate levels on standardized tests of nonword reading accuracy such as the Graded

Nonword Reading Test (Snowling, Stothard, & McLean, 1996) and nonword reading

efficiency such as the Test for Word Reading Efficiency (Torgesen, Wagner, & Rashotte, 1999; e.g., Marshall & Nation, 2003; Nation, Marshall, & Altman, 2003). Importantly, Nation and colleagues have used the strategy of matching poor comprehenders to control children on nonword reading, thereby eliminating the possibility that group differences in reading comprehension can be accounted for by differences in decoding skill. It should be noted, however, that there are differences between poor comprehenders and typically developing children in some aspects of word reading. We will return to this point later.

However, if we take the central tenet of the theory to be that inaccurate or slow decoding leads to poor reading comprehension, then the children described by Oakhill and by

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Nation and their colleagues (Nation & Snowling, 1997; Oakhill, 1994) are exceptions to the general pattern of association between these two factors. To illustrate this, figure 14.1 shows the relationship between nonword reading and reading comprehension in a sample of 411 7–10-year-old children; the two variables are plotted as z-scores, calculated across the whole sample of children. Children falling in the lower right quadrant show the poor comprehender profile of good nonword reading skills but poor reading comprehension.

Linguistic comprehension as a source of poor reading comprehension

According to the logic of the simple model of reading, if poor comprehenders do not have deficits in decoding, they should show deficits in linguistic comprehension.

Generally, the relationship between reading comprehension and listening comprehension is very close, especially as children get older and reading comprehension becomes more constrained by knowledge and understanding, rather than basic word-level decoding (Stanovich, Cunningham, & Freeman, 1984). In adults, listening and reading comprehension are strongly correlated (

r

's in the region of .9; Bell & Perfetti, 1994; Gernsbacher,

Varner, & Faust, 1990). Although there are important differences between spoken language and written language (e.g., in the temporal characteristics of the two modalities), evidence suggests that listening and reading comprehension depend on very similar underlying processes. As Rayner, Foorman, Perfetti, Pesetsky, and Seidenberg (2001, p. 42) put it, "It can be reasonably argued that learning to read enables a person to comprehend written language to the same level that he or she comprehends spoken language."

Reading
comprehension
Nonword reading

4
3
2
1
0
-1
-2
-3
-3 -2 -1 0 1 2 3 4

Figure 14.1

Scatterplot showing the relationship between reading comprehension and nonword reading in 411 7–10-year-old children (z-scores).

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As would be predicted by the strong relationship between written and spoken language comprehension, children selected on the basis of their poor reading comprehension usually show poor listening comprehension. Nation and Snowling (1997) asked children to listen to stories, and at the end of each passage of text the children were asked a series of questions. Some questions tapped literal understanding of what they had heard, whereas others required inferences to be made. Poor comprehenders performed less well than control children on this listening comprehension task. Consistent with these findings, Nation, Clarke, Marshall, and Durand (2004) found that poor comprehenders also performed less well than control children (matched for age, nonverbal ability, and decoding ability) on a number of spoken language tasks, including the Comprehension subtest taken from the Wechsler Intelligence Scale for Children (WISC-III

UK) (Wechsler, 1992). This test requires children to formulate a response to a variety of hypothetical situations presented orally (e.g., "what should you do if you cut your finger?").

er"?). The poor comprehenders obtained scores well below those of the control children, and as a group their performance fell more than one standard deviation below age-expected levels on this standardized test.

In summary, poor comprehenders do not have a comprehension impairment that is specific to reading. Rather, their difficulties with reading comprehension need to be seen in the context of difficulties with language comprehension more generally. Some theorists have gone further and intimated that since poor comprehenders' performance is highly consistent across both written and spoken language, they should perhaps not qualify as having a reading impairment, so much as a more general language or cognitive deficit. However, the fact that poor comprehenders' difficulties can be traced to more general difficulties with spoken language does not negate the fact that they have a reading difficulty. One can draw an analogy with developmental dyslexia. There is little doubt that dyslexic children have a reading problem. It is also the case however, that dyslexic children perform poorly on oral language tasks that involve phonological processing, such as phonological awareness, nonword repetition, rapid naming, name retrieval, and verbal short-term memory (e.g., Snowling, 2000). Some of these difficulties may be causally linked to their reading difficulties, others may be consequences, but the important point is that these difficulties do not draw attention away from the fact that children with dyslexia have "specific" difficulties with reading.

What Causes Poor Reading Comprehension?

As Perfetti (1994, p. 885) makes clear, "there is room for lots of things to go wrong when comprehension fails." Although it is the case that reading comprehension deficits are often associated with word-level decoding difficulties (e.g., Perfetti, 1985), discussion in this chapter continues to focus on children who have "specific" reading comprehension difficulties: specific in the sense that they are able to read text, words, and nonwords at age-appropriate levels, but their reading comprehension is impaired. However, even restricting discussion in this way leaves a number of possible reasons for these children's difficulties to be considered.

Before reviewing these possible causes of reading comprehension failure, it is worth

reflecting on some methodological issues surrounding the study of poor comprehenders.

One issue concerns the choice of tasks used to reveal the poor comprehender profile.

Oakhill and colleagues screen and select poor comprehenders from regular mainstream

classrooms based on performance on the

Neale Analysis of Reading Ability

(NARA-II)

(Neale, 1997). In this reading test, children read aloud short

passages of text (generating

a score for reading accuracy) and are then asked questions to assess their literal and infer-

ential understanding of the text (generating a score for reading comprehension). Poor

comprehenders are selected as children who show a significant discrepancy between their

age-appropriate reading accuracy and their below-average reading comprehension. There

are however, possible objections to this approach, not least that

in this particular reading test (the NARA), reading accuracy and reading comprehension are

not measured independently from one another. With this limitation in mind, Nation and colleagues

have selected poor comprehenders according to performance on tasks that assess the two

components of reading (accuracy and comprehension) separately.

In these studies, poor comprehenders are selected and defined as those children who achieve poor reading

comprehension scores on the NARA, but achieve age-appropriate scores on a standardized

test of "pure" decoding (nonword reading).

A second methodological issue concerns the nature of the comparison group of control

children. To ensure that any differences between poor comprehenders and control

children are not a consequence of group differences in basic decoding skill, Nation and

Snowling (1998a) advocated matching the two groups for nonword reading ability.

Following the same logic, Nation and colleagues also match poor comprehenders and

control children for nonverbal cognitive ability. This approach is not followed by other

research groups (e.g., Yuill & Oakhill, 1991). However, as a minority of children selected

as poor comprehenders show rather low cognitive ability (Nation, Clarke, & Snowling, 2002), failing to control for cognitive ability could result in spurious conclusions.

A final methodological note concerns the comprehension-age match design. Follow-

ing the logic of the reading-age match design (e.g., Bryant & Goswami, 1986), Stothard

and Hulme (1992) and Cain, Oakhill, and Bryant (2000a) reasoned that in order to

identify candidate causes of poor reading comprehension, poor comprehenders should be

compared with younger, normally developing children whose comprehension skills are at

a similar level. If poor comprehenders show impairments in a particular cognitive or

linguistic skill relative to younger control children matched for or comprehension age, that

skill is unlikely to be a simple consequence of comprehension level.

With these methodological issues in mind, we return to the question of what causes

poor reading comprehension in children selected as poor comprehenders. Perfetti and colleagues

(Perfetti, 1985, 1994; Perfetti et al., 1996) have argued that poor comprehension

may be a consequence of inadequate processing, lack of knowledge, or some combination

of both processing and knowledge-based weaknesses. Two sets of processes are con-

sidered essential to the comprehension process, and are described as “inevitable” sources

of comprehension difficulty (Perfetti et al., 1996, p. 140); these are lexical processes and

working memory resources, which together form the central elements of the verbal efficiency

hypothesis. We begin by reviewing evidence concerning the performance of poor

comprehenders on tasks tapping these skills.

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comprehenders show normal phonological processing skills, suggesting that their decoding

is not underpinned by low-quality phonological knowledge.

Interestingly, however, even when poor comprehenders are closely matched to control

children for decoding ability, subtle group differences in visual word recognition have

been observed. Nation and Snowling (1998a) found that poor comprehenders were less

accurate and efficient than control children at reading irregular words and low-frequency

words; there were no group differences when reading regular words and high-frequency words. Drawing on Plaut, McClelland, Seidenberg, and Patterson's (1996) connectionist model of word recognition, Nation and Snowling proposed that word recognition is compromised in poor comprehenders due to weaknesses in vocabulary and semantic knowledge, as reviewed in the previous section.

To understand how these weaknesses in oral language may impact on the development of visual word recognition, we need to consider the role played by semantics in the word recognition process. According to Plaut et al.'s (1996) connectionist model of word recognition, reading development is best characterized by a division of labour between a phonological pathway (consisting of connections between phonological and orthographic representations) and a semantic pathway (connections between semantic representations, phonology and orthography). Although in the earliest stages of reading development, resources are devoted to establishing connections between orthography and phonology (akin to basic decoding or "sounding-out"), the semantic pathway becomes increasingly important later in development, especially for the efficient reading of exception or irregular words: words that are not handled so well by the phonological pathway alone.

With this framework as a backdrop, it is possible to hypothesize how children's spoken language ability influences the way in which their reading systems are established. For example, dyslexic children with impaired phonological skill are thought to come to the task of learning to read with poorly specified phonological knowledge in the spoken domain. As a result, they find it difficult to forge adequate connections between orthography and phonology and consequently find decoding (especially nonword reading) difficult (Harm & Seidenberg, 1999; Snowling, 2000). Poor comprehenders have no such difficulty: their strong phonological skills allow them to develop an efficient and well-specified phonological pathway. In contrast however, relative weaknesses in vocabulary and semantic knowledge may constrain the development of the semantic pathway. A weak semantic pathway in Plaut et al.'s simulations lead to problems with irregular and low-

frequency words – exactly the profile of word recognition that has been observed in poor comprehenders (Nation & Snowling, 1998a). It is important to note, however, that group differences were very subtle. The poor comprehenders were reading words and nonwords at age-appropriate levels as measured by standardized tests, and their phonological skills were well developed. It seems unlikely that such children are devoting excessive resources to word identification and decoding, or that their reading comprehension is severely compromised by inefficient word-identification processes. In summary, a number of conclusions concerning the status of lexical processing in children selected as having “specific” reading comprehension impairments can be drawn. First, there is very little evidence to suggest that they have difficulty with phonological processing, or that their comprehension impairment is a consequence of either a phonological processing or a basic decoding bottleneck. Although central to Perfetti’s verbal efficiency hypothesis, the evidence does not support the idea that poor comprehenders have a basic decoding bottleneck. (Nation & Snowling, 1998a, p. 256)

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domain that is being referred to in a text allows the reader to move from a word- or propositional-level representation of the text to one which integrates this knowledge with a broader body of background knowledge, thus allowing the reader to build a potentially inference-rich mental model of the situation or event (see Kintsch & Rawson, this volume). Prior knowledge about a text predicts comprehension of it (Spilich, Vesonder, Chiesi, & Voss, 1979) and it is plain that complete lack of knowledge will result in a complete lack of comprehension (recall the example described earlier of Milton’s daughters reading aloud Latin and Greek with no comprehension). But, is it the case that there are systematic deficiencies in poor comprehenders’ knowledge base that can account for their faulty comprehension? As reviewed earlier, there is evidence suggesting that poor comprehenders have relative weaknesses in expressive and receptive vocabulary (Nation et al., 2004), indicative of lack of knowledge at the word level. Although it seems likely that that lack of vocabulary knowledge may contribute to impaired comprehension, it is unlikely to be the whole

story: comprehension weaknesses are still apparent when care is taken to include vocabulary that is familiar, and when domain knowledge is to some extent controlled by teaching the children a novel knowledge base from which comprehension is subsequently assessed (Cain et al., 2001; although it should be noted that in this study poor comprehenders took longer to learn the knowledge base, and showed poorer retention of it over time. Although this was controlled statistically in their analyses, it cannot be ruled out that differences in knowledge base (perhaps in terms of the quality of its representation) may have existed between the two groups).

Rather than describe knowledge as being present or absent, a different approach is to ask whether individuals differ in the extent to which they activate knowledge spontaneously, or bring it to bear rapidly and efficiently at the appropriate time. For example, Nation and Snowling (1998a) reported that poor comprehenders were slower to make semantic judgments than control children. In a similar vein, Cain and Oakhill (1999) reported that poor comprehenders' ability to make inferences increased when they were assisted to find the relevant part of the text. These two observations are both examples of instances when poor comprehenders had the required knowledge, but failed to deploy it either quickly or spontaneously. Alternatively, however, these observations could be interpreted as indicative of lack of knowledge in that it is only when knowledge is thoroughly understood and properly integrated that it can be reflected on rapidly, or used to trigger inferences.

Low-level versus high-level processing, and processing versus knowledge

As reflected in the above review, the literature on specific reading comprehension difficulties has concerned itself with dichotomies. Are poor comprehenders' difficulties best understood in terms of processing deficits or lack of knowledge? If poor comprehenders have processing weaknesses, are they "low level" or "high level"? However, it is not clear whether these dichotomies are useful or psychologically valid. Two examples will be used to illustrate what is meant here, one concerning word meaning and vocabulary and one concerning verbal memory.

There are now a number of studies demonstrating vocabulary weaknesses in children selected as having poor reading comprehension (e.g., Nation et al., 2004; Nation & Snowling, 1998a; Stothard & Hulme, 1992). In some ways, weak vocabulary is a clear index of lack of knowledge and, as noted above, comprehension will fail if children simply do not understand the words they read or hear. However, the question then arises as to why poor comprehenders have weak vocabulary knowledge. Lack of vocabulary knowledge is associated with weaknesses in verbal IQ, and, consistent with this, poor comprehenders achieve lower verbal IQ scores than control children (Nation, et al., 2002). However, as a substantial component of verbal IQ is vocabulary knowledge, this observation does not help us understand the nature of poor comprehenders' difficulties. More interesting is the notion that an individual's ability to learn new words or acquire new information from context is a vital skill that mediates the high correlations observed between verbal ability, reading comprehension, and vocabulary knowledge (e.g., Sternberg & Powell, 1983). Cain, Oakhill, and Elbro (2004) examined the ability of poor comprehenders to learn new words from context by presenting stories containing a novel word (whose meaning was discernible from context) and asking children to define the novel words, either before the context allowed word meaning to be inferred, or afterwards. Poor comprehenders were less likely to offer definitions for the novel words, especially when the distance between the word and the information needed to infer its meaning was lengthened by inserting filler sentences. This study is interesting, as it demonstrates how "higher-level" processes such as the ability to make inferences and integrate information within a text can influence the acquisition of basic "lower-level" knowledge such as the meaning of a new word. In turn, knowledge of word meanings and their speedy activation during reading (or listening) may well assist children's "higher-level" processing during language comprehension (Nation & Snowling, 1998b, 1999). Thus, it is perhaps not surprising to

find that children who are poor at making inferences tend to have weaker vocabulary skills relative to children who are skilled at making inferences, and vice versa. The overlap between processing and knowledge is also demonstrated when we consider the possibility that long-term memory may contribute to poor comprehenders' deficits on memory span tasks. A well-replicated finding is that poor comprehenders perform equivalently to control children on straightforward tasks of verbal short-term memory capacity (i.e., recall tasks such as forward digit span that do not require an additional processing component; e.g., Stothard & Hulme, 1992). Similarly, poor comprehenders show normal effects of word length and phonological similarity in short-term memory (Nation et al., 1999; Oakhill, Yuill, & Parkin, 1986). Taken together, these findings demonstrate that poor comprehenders do not have deficits in short-term verbal memory capacity. Importantly however, the extent to which poor comprehenders show normal short-term recall depends critically on the nature of the items to be recalled. Nation et al. (1999, Experiment 2) compared short-term serial recall for lists of concrete words (e.g., tooth, plate, fruit) and abstract words (e.g., luck, pride, wise). Although poor comprehenders and controls did not differ in memory span for concrete words, poor comprehenders recalled fewer abstract words. It is established that the availability of semantic information influences short-term recall, and that concrete words may receive more "semantic support" than abstract words during short-term recall (Walker & Hulme, 1999). Within this theoretical framework, Nation et al. (1999) suggested that as poor

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comprehenders have semantic weaknesses, they benefit less from semantic support, especially when the semantic contribution to recall is stressed by asking them to recall abstract rather than concrete words, and under these circumstances short-term recall – usually reported as an area of strength – is compromised. These two examples highlight the inherent difficulty (and perhaps even futility) of distinguishing between knowledge and processing as sources of poor comprehenders' difficulties. Within an interactive (and developing) language system, it seems likely that difficulties at one level will influence performance at another; similarly, long-term knowledge will influence processing efficiency, and individual differences in processing will lead to differences in long-term knowledge. Nagy and Anderson (1984) have argued that from the beginning of third grade, the amount of free reading children engage in is the major determinant of vocabulary growth. Preliminary data (Cain, 1994, cited in Oakhill & Yuill, 1996) suggest that poor comprehenders have substantially less reading and reading-related experience than control children. Although Cain's data need to be interpreted cautiously due to the sample size being very small, they are consistent with a view that sees individual differences in reading comprehension failure becoming compounded over time. Thus, Matthew effects (see the glossary at the end of this volume) are likely: poor comprehenders may read less, and learn less from their reading experiences than their peers; therefore impacting on subsequent reading and learning opportunities over time and leading to the formation of weak "intellectual habits" (Perfetti et al., 1996).

Summary and Conclusions

Comprehension is complex and multifaceted, and it is thus no surprise that the population of children identified as having reading comprehension difficulties form a heterogeneous group. Even when discussion is limited to those children who have well-developed decoding ability, as in this chapter, heterogeneity is still apparent (Nation et al., 2002, 2004). However, it is possible to draw some clear conclusions. Children with "specific" comprehension problems do exist, and they are not unusual (Yuill

l & Oakhill, 1991), although they are rare in clinically referred populations (e.g., Leach et al., 2003; Shankweiler, et al., 1999). While it is clear that decoding inefficiency will lead to reading comprehension difficulties (e.g., Perfetti, 1985), not all children who have comprehension difficulties have impairments in basic decoding, nor do they experience a phonological bottleneck; the children described in the studies reviewed in this chapter decode well, and they have appropriate phonological processing skills. Poor comprehenders do, however, have weaknesses in other aspects of language skill with deficits at both lower (e.g., vocabulary knowledge) and higher levels (e.g., inference generation, understanding figurative language) being reported (Nation et al., 2004). Although it is possible to describe different tasks according to whether they tap low-level or high-level processes, it is argued here that the distinction between different levels of processing may not be useful, at least until longer-term longitudinal data become available.

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One of the difficulties facing the researcher interested in understanding the nature of poor comprehenders' difficulties is that typically, the children are selected for study on the basis of their reading profile. Consequently, we know very little about the development of language in preschool or preliterate children who go on to become poor comprehenders. Long-term longitudinal studies are needed if we are to understand better the precursors to, and consequences of, "specific" difficulties with reading comprehension.

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Understanding Reading In English: An
Analysis Of Students' Project Work
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Universiti Teknologi Malaysia

Abstrak :

This study attempts to investigate the students' understanding of reading in English by analyzing the students' project work. The objectives are to know the skills in note making the students used to assist in their understanding of reading text and how the note making help them in writing a summary. This study also looks at how the students' proficiency in English help them in understanding their reading material. Data were taken from the project work made by the students. The project work requires the students to read a piece of reading material, make notes on the reading material and write a summary of the reading material based on the note making that they have made. The students who did the project works were from the TESL and Civil in Education course in Faculty of Education in UTM. The findings show that most of the students employ some type of skills in note making. These skills are; using linear and non-linear form of note making, clear organization of idea, using simple words in the note making and also sufficient content. In addition, the students' proficiency in English also plays a role in understanding English. This study aims to help the students in their reading of English as a Second language by providing the skills that are useful in note making that can assist in understanding reading in English. It is also hoped that teachers of English as a Second language will benefit from the study where they can use the skills provided in their language learning classroom.

Keywords :

understanding reading, English, Project Work

Introduction

Reading and understanding a reading material or text in English as a second or target language has always been difficult for second language learners. Different skills and strategies in reading in the first language or native language text may be applied differently in the reading of the second language. The ability to understand a reading text or material in a second language is needed to be a proficient reader in the second language. Ways in which the learners can understand a second language text also help them in better understanding of the text. This way could be referring to the dictionary or underlining the main idea of the text. Therefore, this study attempts to present the background of the study, statement of the problem, objectives of the study, research questions, significance of the study and also the scope of the study.

Statement of the Problem

According to Goldman et al (2006), text comprehension is a complicated process. Many aspects of reading need to be considered such as the word perception, syntactical analysis, semantic analysis, and inference making for a text comprehension process to happen. This shows that reading and understanding is a difficult process where learners have to engage in a process before they can understand a piece of reading material. The research made by Goldman et al is for the text of first language, but it can also be applied for the reading of second language. The problem is much bigger for reading in second language because not all of the learners have the sufficient vocabulary to understand a piece of second language reading materials. For a proficient reader in English, the process has already become automatic where he did not realize the process that is occurring when he reads. As for the low proficient reader, he has to go through

this process of understanding a text where he needs some guidance in understanding reading in second language such as a certain skills in reading and translation of the reading text. From the statement above, we could say that the most of the learner have problem in comprehending a reading materials regardless of the language. In this study, the focus is the reading in second language which is English. The problems that usually occur are when the students were given a text that they are not able to understand or did not get what the writer of the text is trying to convey. As the researcher is a student herself, many of the other students have complained of difficulty in understanding a reading materials especially if it is in English. A lot of lecturers also made comments on students who are uninterested in reading materials in English because they think it is difficult to comprehend. Understanding a piece of reading material is usually the first step in doing any task which requires reading. Students have to understand the text to be able to answer the given question or to make remark of the reading material. Another problem is that students may have problem in summarizing the text in their own words after reading the text. This is due to the lack of skills, strategies and command of the target language. Since the skills in the first language can not always be transferred to the second language, it is therefore problematic to the students to master the skills in second language reading. Here, it will be skills in reading in English. The project work that the students have to do in this study require

the students to read a second language text, make notes and summarise the text read. Thus, this task requires the students to be able to understand the reading text before they can come up with the notes and subsequently the summary. From the statement mentioned in the previous paragraphs, it is assumed that the students will face or will probably encounter problems in understanding the reading materials in some way or another regardless of his proficiency.

Objectives of the Study

The objectives of the study are:

i) to identify the skills in note making that can assist students in understanding reading in English and in writing summaries based on their chosen articles. The study also attempts to find out the extent in which the students' English language proficiency plays a role in understanding reading in English. The English language proficiency of the students is based on the students' MUET (Malaysian University English Test) results. The study also attempts to determine the strategies that the students commonly used in note-making.

The analysis conducted hoped to give an understanding for the teachers to help their students in their reading in the second language.

Significance of the Study

Students in higher education institution are required to equip themselves in skills in reading which is very crucial to excel in their study. With the vast collection of books on science and technology written in the English (or target language), it is therefore important for the students to master the skills and strategies in reading. Hence, the significance of the study is to students whose second language is English and having problem with

ith understandin
g the reading
materials written in English. It is also beneficial
for learner who wants to
know some of the skills
in note making that can assist them in understa
nding reading in English. Furthermore, the study
could also be of interest to
teacher of second language learne
rs who are interested in a new
perspective on reading.

Research Instrument

This research will attempt to use qua
litative research methodology where the data
analyzed were based on what the students' work
that without looking at
the process of producing
the work. The data analyzed will
also look at the written materi
al produced by the students where
findings will be based on work of
the students and not on the pr
ocess that the students went
through to finish the work. The in
struments used to analyze the da
ta used a table that contained
criteria for each article, the note making and
the summary writing (Refer
Appendix A). The table
was used to see the relationship between the ar
ticles read and the not
e making produced as well
as the summary written.

Each project work was analyzed using th
is table (see Appendix A). The table had the
name of each article in the project work, a sect
ion for the remarks made
in the article where it
sought to understand how the students made not
es through highlighting of important ideas
proposed by the author, scribbl
ing of notes on the reading
materials and underlining on the
articles.

The table also had a column where the resear
cher could put remarks or notes, for example,

the overall view of the work done by the students. This column also was used to record the researcher's opinions on the validity and the quality of the students' note-making and summary writing based on the articles read.

Result

In the summary writing, the students were required to use their notes as a guideline for writing their summary. They have to make use of the keywords in the note making and elaborate it using their own words in their summary. Student A2 summary followed the note making closely with all the ideas in the note making being transferred into the summary. The elaboration of ideas in the summary was very little with one to two sentences for each idea. Student A2 did not paraphrase any sentence from the article but use her own sentence in the summary. As for student B3, the summary did not reflect the note making where the note making was made of short and simple words with lacking in content but the summary is made of ideas that did not appear in the note making. The sentences in the summary were based on the paraphrasing from the article with a few elaboration made by student B3. The student B3 ideas in the summary are were not found in his note making. It could be said that student B3 have referred to the article to write the summary. Summary C4 content is based on the note making made. The ideas in the note making appeared in the summary. Student C4 used all the ideas that she put in the note making into her summary. The elaboration of ideas in the summary were also being made by the student C4 herself with no paraphrasing from the article. The length of the summary varies from one student to another. There are students writing the summary for two or more pages and some of the students provide less than two full pages of summary.

Figure 1:

The length of the students' summary

A total of 10 students had written two or more pages of the summary writing whereas the remaining eight students produced a less than two pages of summary writing.

Students A1, A3, A5, B1, B2, B3, B4, B6, C1 and C6 had made two or more pages of

summary writing. The length of the summary might have shown the lengthy or extensive elaboration of ideas made by the students or the sentences used by the students in the summary. Paraphrasing from the article will make the summary longer and lifting the sentences from the article will also make the summary longer.

As for the students who did not properly used the note making, it can be seen in the summary where the ideas in the note making did not appear in the summary.

The students have taken other ideas to be put in

the summary. It could also be seen where the students' summary did not really reflect the article they had read. This could mean that the students did not understand the article they read where they failed to provide the necessary ideas in the article into the note making and then to the summary writing.

From the summary writing made by the students, referring back to the article when doing the summary could mean that the note making that the students have made are not sufficient to assist them in their summary writing.

From the data, we can see that the students' English language proficiency does play a role in the students' work. It can be seen that the student who achieved Band 4 or above in their MUET tend to do well in their note making and summary writing. This means that, the students made use of good note making skills in their note making and wrote a better summary compared to the students who get Band 3 or lower in their MUET. Students who obtain Band 5 and above in their MUET scores have shown good note

making where their note making are clear in terms of the organization of ideas, language usage and also the content. It can be seen in student A3's example of note making.

Figure 2 :

Sample 9: Note-making made by high proficiency student

Figure 2 above shows example of student A3's note making. In the note making, the ideas in the article are being organized in a clear manner where main ideas are put as the headings in the boxes and the sub ideas listed under the main ideas.

Looking at the student who obtained Band 2 in his MUET score shows a lack in note making skills where the note making does not have a clear organization and also lack in the term of the content. It can be seen in student B3's example of note making in.

Discussion

From the findings, it can be concluded that the skills in note making used by the students are helpful in making them understand the text better. The ability of the students to extract the

important ideas in the text has shown that they understood the text if not thoroughly, they understood the main ideas the writer tried to convey. The note making were the evidence that they understood what they were reading. In order to transfer the information in the text into note making, it requires them to understand the text. Looking at the contents of the note making, it can also be seen that most of the students managed to make use of almost all of the important ideas in the text by integrating them into their note making.

The skills used by the students in the note making have helped them in understanding their reading by providing a simplified version of the text. In doing the note making, they were able to see the important ideas being extracted from the text they read, thus, giving them a clearer picture of what the author's tried to convey. They were also able to see the flow of the

ideas being mapped or written in the note making. The skills used in note making were useful to help them understand the text better because the key words in the note making provided a clue of the main ideas being mentioned in the text. Students can also relate the keywords in the note making to the text.

In terms of the contents of the notes made, some students provide an elaborate explanation of ideas in the notes, while others provide important ideas in the note making without lengthy explanation of the main ideas.

The summary that most of the students did was based on the note making. This shows that the students utilize the note making to help them in writing their summary.

In the summary, the main points of the note making that the students made appear in their summary.

The elaboration of ideas in the summary could show that the students understand the article based on the note making that they have made. The ability to transfer the note making into the summary had helped the student understand the article better.

For the students who have taken the sentences from the article, there are two possible reasons in doing so. It could mean that the students refer to the article for quotation made in the

article or need to use specific words in the article

. Another reason could be that they have to refer to the article for scientific definition of terms where they cannot use their own word to explain the terms. In using the sentences from the article, it did not mean that the students have abandoned the note making altogether. The note making had helped them in providing the main ideas to write the summary and some of the sentences in the summary taken from the article are used to support the main ideas.

The students' English language proficiency did play a role in the students understanding

of reading. Students with higher command of the language made a better note making using the skills mentioned above to help them in their reading, whereas students with lower command of the language did not have all the necessary skills in note making to help them in understanding their reading. Having a higher command of the English language had helped students in understanding the article that they read. The note making made by the students have shown that those who have the necessary skills in note making were able to provide all the important ideas in the article into the note making. The inability to have a certain skills in preparing the note making will result in insufficient content or ability in the summary writing. The students have to understand the article to make note of it and hence to write a summary of the article. The students' English language background provides the researcher an overview on the students' command in the language. The significant achievement of the students from the TESL course could be due to the high expectation of the course that demand the students' excellent achievement before they can join the TESL course in UTM. The students' particular in Table 4.4 include the students' name, MUET results and also the course that the students are attending in UTM.

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1. Major and Minor Supporting Details

The Supporting idea that explain the main idea that called the major Supporting Details
In conversation there are a number of ways that you can explain an idea. In paragraph a writer includes details that explain, support, or Provide further information about the main idea,

Each of the underlined details states one of the disadvantages of group therapy. These are called major details. Because they directly explain and support the main idea. The supporting idea that Provide information that qualifies, describes, or explains the major details.¹

“Menurut Otong Setiawan Djuharie, Detail minor
meringankan paragraf dan sering membuat apa yang kita baca nampak lebih menarik: namun, kita boleh mengabaikan detail minor apabila tujuan kita adalah pemahaman cepat dan jelas dari apa yang kita baca. Akan tetapi, detail-detail yang menyodorkan informasi utama (major information) tentang gagasan utama sangatlah penting.

Cara mencari detail-detail major:

- a. Nyatakan pikiran utama dengan kata-kata kita sendiri
- b. Carilah informasi yang menjelaskan pikiran utama.
- c. Baca dengan cepat kata-kata atau kalimat-kalimat yang memberi informasi yang tidak penting bagi pikiran utama.
- d. kata-kata penanda (signal word) seperti *most important, first, finally, the facts are, dan sejenisnya*.
- e. Buat catatan pada gagasan-gagasan major saat kita menemukannya”.²

¹ Kathleen T. McWhorter. Op. Cit, 11.

² Otong Setiawan Djuharie, *extensive reading top-down reading*. (banding: cv. Yramawidya, 2008), p.37

In other word, according to OtongSetiawanDjuharie, Detail minor demulcent the paragraph and always to make what we have read to be interesting: but we must not ignore about the detail minor, the meaning of our speed comprehending and clear what we have read. Furthermore a details that forward the important information (major information) about the main idea is important.

To find major supporting details:

- a. Make the main idea with own words
- b. Find out just only to explain about the main idea
- c. Read by speed the word or the sentence that's give the information are useless to the main idea.
- d. Find the signal word like: most important, first, finally, the facts, and etc
- e. Make a note for the major supporting details when we found it.

EXAMPLE: **Main Idea** and Major and Minor Detail

Studies reveal that people's first names can have an influence on them.

Some names reflect on people in a positive way. For example, one survey showed that American men consider them name *Susan* to be ver sexy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essay supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

Read each of the following sentences and label them as follows (each set will contain one of each):

T = Topic

MD= Main Idea

MA = Major Supporting Detail

MI = Minor Supporting Detail

EXAMPLE:

MD **a.** Technology helps the restaurant business in many ways.

T **b.** Technology in the restaurant business.

MA **c.** Palm-sized computers are used by servers to send an order to the kitchen.

MI **d.** The chef can see these orders on a large computer in the kitchen.

1. **a.** Executive chefs.

b. If they order too much food, it will spoil, but if they order too little, the restaurant cannot meet its clients' needs.

c. Executive chefs must estimate how much food to order.

d. Among their many tasks, executive chefs are responsible for ordering food.

2. **a.** The training and education of food service managers is important to health and safety.

b. Food that is not stored correctly will rot quickly.

c. Food service managers must know the correct procedures for storing food and keeping it fresh.

d. Food service manager training

3. **a.** Except for schools, most of these places are open seven days a week and require shift work and sometimes long hours.

b. Places where food service managers work

c. Food service managers may work in restaurants, cafeterias, schools, factories, casinos, and cruise ships.

d. There are a variety of places where food service managers can work.

4. a. Franchising allows a hotel business to use the name brand and financing of a large corporation.

b. The hotel owner must agree to the terms of the contract with the franchising company.

c. Franchising

d. For example, the hotel must agree to use the franchise company's name and meet its standards.

5. a. Resort hotels

b. Some resort hotels have package deals for skiers.

c. A resort hotel offers more than rooms; it offers activities such as golf, swimming, tennis, and skiing.

d. Guests can get a ski ticket and a hotel room for less than the cost of each one separately.

a. Henri Landwirth

b. He helped many children with special needs and learned how to get others to help donate their goods and services.

- c. In 1980, he started the Fanny Landwirth Foundation, named after his mother, to help needy children.
- d. Remembering what it was like to suffer hardship, Henri began to use his gifts to help others, and he became involved with children's charities.