

CONCEPT OF READING COMPREHENSION

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Abstract

Reading is a vital receptive skill for comprehending written English, encompassing the ability to grasp main ideas, sequences, details, and make inferences and predictions. Reading comprehension is described as a dynamic and complex cognitive process involving interaction between the reader and the text to construct meaning. There are three main processes involved in reading comprehension: bottom-up processing (recognizing individual units like letters and words), top-down processing (using prior knowledge and making predictions), and interactive processing (combining both bottom-up and top-down approaches)

Keywords: Concept, Reading, Comprehension.

A. INTRODUCTION

One of the international languages that has emerged as the primary language of printed information is English. Education, economics, health, science, technology, and culture are a few examples. Reading is the most crucial method for digesting information. Students are able to acquire information and knowledge because they have the reading abilities necessary to understand English-language passages, textbooks, and references. In addition, reading serves as a medium for written language communication. It is the most effective method for learning about a variety of topics, including science and technology. People can learn a variety of things via reading.

For everyone who want to obtain the necessary knowledge, reading plays a crucial role and becomes a daily requirement. For those learning English as a second language, reading is a crucial ability. For the majority of students, it is the most crucial ability to acquire in order to succeed not only in learning English but also in

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any subject class where reading in English is necessary. Stronger reading abilities will help students advance and grow in all other subject areas.

Reading is one of the English language's receptive skills, according to Harmer (2003). However, there is a close relationship between the four language skills. To comprehend the textbook, it is crucial to be able to read English-language literature. Students must comprehend a large number of English-language literature if they continue their education into senior high school and college. There are some specific issues that must be addressed when teaching and learning reading skills. Reading comprehension is the first issue, vocabulary is the second, and complex and lengthy phrases are the third. Chawwang (2008) defines complicated sentences as having a lot of clauses or fewer clauses along with abstract ideas. Longer phrases will be harder to understand than shorter ones, according to Harmer (2003).

Based on the above definition, researchers can conclude that reading is a very important skill for a person to be able to understand the content of writing. Therefore, in this article, the author is interested in writing about things related to reading comprehension. These include processes of reading comprehension, teaching reading comprehension, and the concept of teaching reading strategies.

B. METHODOLOGY

The methodology used in this study is a literature review. According to Denney and Tewksbury (2013), a literature review is a thorough summary of previous research on a particular subject that is intended to educate readers about what is known and what is still unknown, to explain the reasoning behind earlier studies, or to inspire new study. A variety of resources, such as books, journals, documents, the internet, and libraries, can be used to find literature. A number of tasks pertaining to gathering information from the literature, reading and taking notes, and organising the research materials are included in the literature review approach (Zed, 2008, as quoted in Nursalam, 2016).

A literature review with an emphasis on results pertaining to the writing topic or factors is the sort of writing that is employed. Before conducting fieldwork to get the required data, the author does this literature study after deciding on the writing topic and developing the research question (Darmadi, 2011 in Nursalam,

2016). by looking at a number of current publications and articles about Reading Comprehension, The Processes of Reading Comprehension, Teaching Reading Comprehension, and Teaching Comprehension Principles. The technique of gathering data involved screening each chosen publication according to standards established by the author.

C. RESULT AND DISCUSSION

Receptive language is what reading is. It is the process of recognizing, deciphering, and observing written or printed content. To precisely and successfully comprehend a written statement, literacy is crucial. In every aspect of professional service, reading is a vital instrument. Reading is frequently seen as an essential means of communication in a world that is constantly changing (Atmowardoyo & Sakkir, 2021).

Reading comprehension is a component of reading itself; when individuals read with understanding, they give written language meaning. To interpret written or printed words and sentences, readers employ intricate psychological processes. The text is followed by readers. To convey its meaning, they change words and create images. Most remarkably, individuals make links between their knowledge, recollections of events, and written words, paragraphs, and paragraphs to generate meaning while they read. Catts (2022).

Based on description above, the author concludes that reading is a receptive skill for understanding written words, such as recognizing main ideas, understanding sequences, paying attention to specific details, making conclusions, making comparisons, and making predictions. In addition, researchers can also say that reading is the ability to understand written English as presented in textbooks, newspapers, magazines, menus, messages, and academic materials.

1. Reading Comprehension

It is crucial to discuss reading comprehension. Understanding the text is a result of comprehension. From an interactional standpoint, reading comprehension is about taking information out of context and putting various components together to create a new whole. Reading is a way for the author and the reader to exchange information, according to Par (2020). Reading comprehension then entails

extracting the necessary information from a written text as skillfully as feasible. Making sense of a written or printed message is what reading entails. Regardless of the context, reading starts with precise, quick, and automatic visual detection of language. The process of deriving meaning from a variety of sources that directly witness occurrences, such as reading, looking at a label, drawing a cartoon, listening to a teacher's story or engaging in discussion, or watching a movie, is known as understanding (Bouma, 2022).

Reading comprehension, according to Broek and Espin in (Gawria et al., 2022), is a complicated interaction between programmed and vital and cognitive forms that enables the reader to create a mental representation of the text.

Reading is a way for the writer and the reader to exchange information, according to Par (2020). According to Duke et al. (2021), reading comprehension is not a simple process or a skill that can be learned quickly. Teachers may find it difficult to teach this incredibly complicated process. The process of comprehension involves thought, instruction, prior experiences, and information.

Overall, the description emphasizes that reading comprehension is a dynamic, interactive, and complex cognitive process that leads to the acquisition and understanding of meaning, both explicit and implicit.

2. The Processes of Reading Comprehension

As mentioned before, reading comprehension is the process by which the reader constructs meaning from the text. There are at least three types of meaning-making processes proposed by some scholars (Furuya, 2021).

Below are three processes for constructing the meaning of text.

a. Bottom-up Processing

The reading process is displayed in phonemic units by bottom-up processing. Many etymological signals, including letters, morphemes, syllables, words, sentences, syntactic signals, and conversational indications, must be recognized by the reader during top-down processing (Furuya, 2021). This means that in order to comprehend the text to some extent, the reader must proceed from letter to letter, identify words in phrases, clauses, and sentences, and then refine it into phonemic units that reflect lexical meaning.

b. Top-down Processing

In top-down processing, the reader uses their semantic and syntactic knowledge to interpret the text (AB & Jumariati, 2021). By applying his preconceived notions to the text he is reading, the reader creates meaning. This implies that the reader's prior knowledge is crucial to comprehending the text's meaning. The reader makes some predictions about the text when using top-down processing. Samples that either support or contradict the earlier predictions are taken as the procedure progresses. Lastly, the reader verifies the forecasts.

c. Interactive Processing

Top-down and bottom-up processing are combined in interactive processing. According to Ceyhan and Yıldız (2021), in intelligent forms, the reader anticipates the content's plausible meaning before proceeding to the bottom-up forms to verify that the author's assertion is accurate. In other words, the reader constructs the meaning of the text by identifying the words and anticipating the information that is suggested.

From the discussion above, it can be concluded that there are three types in reading. They are bottom-up processing, top-down processing and interactive processing. Top-down processing deals with word recognition. Top-down processing deals with readers' background information. The latter interactive processing combines top-down and bottom-up processing. Here, interactive processing combines word recognition and readers' background information. These three processes help readers understand the text they are reading.

3. Teaching Reading Comprehension

a. Definition Teaching Reading Comprehension

According to Gultom et al. (2020), teaching is an activity in which the instructor directs and encourages learning, provides an opportunity for learning, and establishes the conditions for learning. Students are guided to complete tasks in order to acquire knowledge. Assignments are one way a teacher can assist pupils in learning. The teacher enables students to learn on their own by assigning certaintasks. The teacher must establish a positive environment for the students in order for teaching and learning to proceed easily (Syahabuddin et al., 2020). The

approach or technique employed in the classroom must be taken into account by the teacher while building a suitable posture because this can impact how lessons are delivered.

According to the description given above, teaching reading comprehension is a teacher's advice to help students achieve their reading comprehension of the text by employing a certain method. As stated by Wibowo et al. (2020), Teachers can guide students to understand a text by using several reading comprehension strategies, including:

a) Skimming

One reading strategy for quick reading is skimming. The goal of skimming is to extract from a book section an outline of the content's structure and core ideas. When a reader skims a piece, they read it fast and ignore the details. They read each passage's opening sentence. A topic sentence that expresses the most ideas is typically included in each section.

b) Scanning

Scanning may be a reading skill that enables the reader to quickly locate specific information. When it comes to filtering, you already know what kind of information you're looking for. Finding precise information is the goal of scanning. Scanning is particularly crucial if you want to get better at reading.

c) Summarizing

We frequently engage in summarizing. For instance, in daily life, you will briefly share your day's events with others.

d) Promoting the use of dictionaries

Using more English dictionaries in English classes would help students learn.

e) Question Answer Relationships

Question answer relationships is a reading comprehension technique designed to help students comprehend tasks from reading texts and provide answers to questions.

Based on the explanation above, it can be concluded that readers can more easily identify the main idea of a paragraph, find supporting ideas, draw conclusions, and even synthesize information to form an overall conclusion.

b. Principles in Teaching Reading Comprehension

In reading education, teachers cannot teach reading by giving information to students and asking them to understand. According to Harmer (2005), Educators need to understand the principles of teaching reading comprehension. Here are six basic principles of teaching reading that teachers can use.

a) The instructor needs to understand that reading is not a passive skill.

Since reading is an active activity, readers who require a text must do more than just skim it; As a result, the teacher does more than simply give the students a text to read. She does, however, show that reading is not a passive skill. It entails understanding the meaning of words. The reader's argument establishes whether or not the concepts support.

b) The instructor must ensure that the pupils have fun. reading the section.

Encouraging students' enthusiasm in reading is crucial. Students won't learn anything if they don't enjoy reading.

c) The instructor must motivate the students to react to a reading text's content.

Instead of the text's language. Comprehending language is a component of comprehending text. But it's not as easy as reading comprehension. Students are expected to reply to the text's significance and share their thoughts on the topic. Teachers ought to encourage kids to do this because of this.

d) The instructor should stress the importance of prediction in reading.

One type of calculation is forecasting. Students can make guesses based on the title of the content before they type it. Occasionally, the article's title makes clear what it is about.

e) The teacher must align the assignments with the subject.

One method to assess pupils' comprehension of a literature is through tasks. Tasks that are appropriate for the subject under discussion are considered good. Questions and puzzles can be used to create tasks. In this situation, the instructor must think about selecting or developing the appropriate assignments for the pupils.

f) The instructor ought to take advantage of reading books cover to cover.

Abusing reading texts to the fullest means that the instructor does not ask the

pupils to read a piece of material before moving on to something unrelated. However, the instructor should cover everything that the students can do with the material. The instructor must thoroughly discuss the material, research the language, and provide extra work to the pupils. The idea is that all issues that students can resolve through text should be covered by teachers. The aforementioned explanation leads us to the conclusion that teachers can assist students in becoming more proficient, driven, and successful readers by adhering to these principles, which eventually enhances their comprehension abilities.

4. The Concept of Teaching Strategies

a. Reciprocal Teaching

According to Reshadi-Gajan (2020) says that Reciprocal Teaching is a guided Reading Comprehension technique that energizes understudies to create the aptitudes that successful readers and learners do consequently (summarizing, address, clarify, anticipate and react to what they are reading). Students utilize these four comprehension procedures on a common content, in sets or little bunches. Complementary Educating can be utilized with fiction, non-fiction, composition or verse.

Four steps of Reciprocal Teaching.

1. Prediction

Inquire students to predict what they think the reading may be approximately. Get them to think almost what is planning to happen by inquiring questions like an analyst might do.

2. Question as you go

Remind students to create questions as they tune in and examined. Remind them of the three levels of questions: Right-There questions (reply within the content) Between-the-lines questions (induction required) Basic Thought questions.

3. Clarify

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the frame of the taking after questions. How do you pronounce that? What does the word mean? I think the author is saying.

4. Summarize

Students summarize verbally, inside sets, and after that share with their assigned little bunch or record their outline and studied it out loud to their little gather.

From the above description, we can conclude that the four main steps of Reciprocal Teaching are a collaborative learning method that empowers students to actively engage with the text. This process systematically guides readers through a cycle of understanding that begins before reading (Predicting), continues during reading (Questioning and Clarifying), and ends after reading (Summarizing).

D. CONCLUSION

English is crucial as an international language for accessing information in various fields, making reading a fundamental skill for knowledge acquisition, particularly for those learning English as a second language. Reading comprehension is highlighted as a complex interaction involving psychological processes, prior knowledge, and the ability to extract meaning from written text. The article identifies three primary processes in reading comprehension: bottom-up processing (recognizing basic linguistic units), top-down processing (using prior knowledge), and interactive processing (combining both bottom-up and top-down approaches).

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