

READING STRATEGIES IN EFL CLASSROOM: A THEORETICAL REVIEW

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Abstract: Teaching reading has been long discussed in the context of English teaching curriculum in Indonesia. The ground of English curriculum (e.g. 1984, 1994, 2004 English curriculum) lays reading as the main model of teaching English in the secondary school across classroom levels. Many English teachers have been occupied with the concepts and perceive that some concepts in teaching reading are interchangeable with reading strategies. This paper tries to give review on the reading definition, reading models, reading strategies, teaching reading, and model of teaching reading in the communicative context. The reading models present psycholinguistics model and schema theory models. The strategies of reading discuss bottom up, top-down, and interactive strategies. Strategies in teaching reading deal with reading for information, mapping, skimming and scanning. The article is closed with teaching techniques covering pre-reading, while reading, and post-reading.

Key-words: reading strategies, reading techniques, interactive model.

DIALOGUE on reading definitions appear in various perspectives, each of which is complimentary, among others: comprehension, interaction of symbols, decoding, mental process, and interactive process. Primarily, reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print (Vacca, Vacca, and Gove, 1991). Reading may involve decoding and comprehension process. Decoding process refers to the process of saying printed words into a representation similar to oral language either silently or aloud.

In addition, comprehension is the process of understanding the representation (Carnine, Silbert, and Kameenui, 1990). In decoding, reading is a process of translating graphemic strings into spoken words that occurs ongoing in the beginning of learning to read. The emphasis of reading is on the perceptual process, that is, to familiarize the correspondence of letter strings to the language sound (Adams and Collins, 1985). Reading in this stage may refer to the bottom-up process, that is begun by identifying features of letters, linked to recognize letters, combined to recognize words, and proceeded to sentences, paragraphs, and text level processing (Vacca, Vacca & Gove, 1991).

Reading is not merely sounding the written language into spoken, either orally or silently. Reading is a process of understanding written language (Rumelhart, 1985). Since reading is a process, it starts from viewing the linguistic surface representation and ends with

certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

To comprehend the text a reader needs two kinds of information: visual and non-visual. Visual information is the written information which must be caught by eyes. Non-visual information is the information involving the relevance of language competence, knowledge about the topic being read, and knowledge of the world about reading. Both visual and non-visual information have reciprocal relationships (Smith, 1985).

Reading is an interactive process (Grabe, 1988). It is the process of combining textual information with the information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses. In this regard, reading is viewed as a kind of dialogue between the reader and the text. Understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process.

1. Reading Comprehension

Comprehension is making a sense out of text (McNeil, 1992) as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge. Reading comprehension, therefore, is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct meaning. Reading involves reader's schemata about the text and reader's ability to identify the text structures to get the meaning of the text comprehensively.

Pearson (1979) admits that reading comprehension involves relating textual information to pre-existing knowledge structures or schemata. The schemata represents and reflects the background knowledge, experiences, conceptual understandings, attitudes, values, skills, and procedures a reader brings to a reading situation (Vacca, Vacca, and Gove, 1991). A reader must activate a meaning of text, a reader must activate a schemata that fits with information from a text. To get meaning of text, a reader must activate the schemata he already possesses.

Reading involves meaning in the transaction between reader and writer. The act of reading is an empty, vacuous event without meaning (comprehension). The text provides cues that help the reader to construct meaning. Meaning is derived from the transaction, which occurs between the writer of the text and the reader. From an interactive point of view, information process is often triggered by the knowledge the reader brought to print. Readers build meaning by connecting new knowledge to knowledge they already possess (Vacca, Vacca and Gove, 1991).

Not only must the readers use background knowledge to comprehend, but they also bring into play knowledge about the text itself. As readers mature, they become more sophisticated in recognizing the ways that text selections are organized in expository and narrative writing. To engage in reading is a meaning activity, readers must search for and find structure in everything they read.

2. Reading As a Process

Teachers of reading are concerned with the need for direct attention to reading skills. Darrow and Howes (1960:61) suggest five skills the teachers of reading should activate as a means of powerful reading: word recognition, word meaning, comprehension, interpretation, and selection of materials for reading. Skill of word recognition is useful to identify meaning clues, word-form clues, phonetic analysis, and structural analysis. Skill of word meaning includes ability to use dictionary and context clues. Skill of comprehension include to following directions, reproducing thoughts, getting details, getting main ideas, and assimilating ideas. Skill of interpretation requires teacher to making comparison, predicting outcomes, making distinctions, and drawing conclusion. The skill of selecting materials for reading use skimming, locating materials, using indexes and table contents, and discriminating among choices.

Reading needs process that occurs at the word and sentence level as well as at the higher level of paragraphs and larger units of discourse. The reader assigns meaning to the words he sees on the page. He stores these concepts in his working memory, and integrates them into abstract models by combining them with the mental schemata he has constructed previously. The linguistic knowledge involved in these processes includes the semantic, syntactic, and phonological system, which are shared by written language (Contoni-Harvey, 1987).

A beginning reader may at first learn and successfully utilize a considerable number of sight words; however, his process can be greatly facilitated if he becomes efficient in decoding. According to Chall (1979) initial reading approaches that stress sound-symbol correspondences are more effective than those that emphasize meaning (comprehension) rater than decoding. In addition, Perfetti (1985) states that decoding instruction can be helpful to any student who is reluctant to read because he cannot recognize many of the words he sees. Sustained practice in inferring, summarizing, predicting, and other higher-order processes does not eliminate the need for proper attention to the lower-level abilities necessary for processing written information quickly and accurately.

Burns, Roe, and Ross (1984) state eight aspects of reading process. They are (1) sensory aspect (the reader must be able to perceive the symbols set before him); (2) perceptual aspect (the reader must be able to interpret what he sees as symbols or words); (3) sequential aspect (the reader must be able to follow the linear, logical and grammatical patterns of the written words); (4) associational aspect (the reader must be able to recognize the relationship between symbols and sounds, words and what they represent); (5) experiential aspect (the reader must be able to relate words back to direct experiences to give the words meaning); (6) learning aspect (the reader must be able to remember what was learn in the past and incorporate facts and new ideas); (7) thinking aspect (the reader must be able to make inferences from and evaluate the material read); and (8) affective aspect (it deals with the personal interest and attitudes of the reader that affect the task of reading). The aspects of the reading process combine to produce the reading product.

The product of reading is the communication of thought and emotions by the writer to the reader. The reader attempts to understand the ideas that the writer has encoded in the printed page (Burns, Roe, Ross, 1984). The product of reading involves decoding and comprehension. Decoding is translating the printed words into a representation similar to oral

language either silently or aloud. The reader says the words orally or silently. Comprehension is the understanding of the representation of the printed words. The reader knows and understands the meaning of the words decoded. Success of decoding and comprehension is much influenced by the eight aspects of the reading process.

READING MODELS

Reading models are indicated by two basic theories of psycholinguistics models and schema theory models. The psycholinguistics models proposed by Goodman put their framework on the perceptual process. In addition the schema theory emphasizes its work in the role of background knowledge to support comprehension.

1. Psycholinguistic Model of Reading

During the past decade, EFL reading theory has come under the influence of psycholinguistics' and Goodman's psycholinguistics model of reading. Goodman has described reading as a "psycholinguistic guessing game". This model promotes that in reading, the reader reconstructs a message which has been encoded by a writer as a graphic display.

Goodman views that the act of reconstruction of meaning is ongoing, cyclical process of sampling from the input text, predicting, testing and confirming or revising those predictions, and sampling further. In this model, the reader needs not use all of the textual cues. The better the reader is able to make correct predictions, the less confirming via the text is necessary.

The model by Goodman has been elaborated by Coady (1979). On his basic model, Coady suggested that reader's background knowledge interacts with conceptual abilities and process strategies to produce comprehension. Conceptual ability means general intellectual ability. Processing strategies mean various subcomponents of reading ability, including grapheme-morpho-phoneme correspondences, syllable morpheme information, syntactic information, lexical meaning, and contextual meaning. Background knowledge may be able to compensate for certain syntactic deficiencies.

2. Schema Theory Model

The role of background knowledge in language comprehension has been formalized as schema theory (Bartlett, 1932; Rumerlhart and Ortony, 1977; Rumerlhart, 1980). Schema theory suggests that a text only provides directions for readers how they should retrieve or construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired structure is called schemata (Bartlett, 1932; Adams and Collins, 1979; Rumerhart, 1980).

Comprehension in a text, according to schema theory is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involve more than just relying on one's linguistics knowledge (Cerrell and Eisterhold, 1987:220).

In addition, the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information. This principle results in two basic modes of information processing: bottom-up and top-down processing. An important aspect of top-down and bottom-up processing is that both occur at all levels simultaneously (Rumelhart, 1980).

STRATEGIES IN READING

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences. Reading may be both a process and a product. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. A product is the consequence of utilizing certain aspects of a process in an appropriate sequence (Burns, Roe and Ross, 1984). Reading is not only receiving meaning in a literal sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purposes of reading cannot be separated from comprehension. Each purpose will determine what to achieve ability and or after reading process. Reading comprehension requires ability to perceive the exact nature of the passage being read or communicated. Reading comprehension is a deeper form of understanding which is sometimes called reading between the lines. Three reading strategies that involve bottom-up strategies, top-down strategies, and interactive strategies are discussed here.

1. Bottom-Up Strategies

The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies features of letters; links these features together to recognize letters; combine letters to recognize words; and then proceeds to sentence, paragraph, and text level processing (Vacca, Vacca and Gove, 1991). Reading comprehension according to these models is an automatic outcome of accurate word recognition. The followers of these models have argued that reading is essentially the translation of graphic symbols into an approximation of oral language (Harris and Sipay, 1984).

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The reader starts from identifying letters to recognize words; and then proceeds to the phrase, sentence, paragraph, and then text level processing (Vacca, Vacca, and Gove, 1991). The understanding is constructed based on the visual data that are on the page. It triggers from one linguistic step after another, beginning with the recognition of the letters and continuing to words-by-words, sentence-by-sentence until reaching the top-the meaning of the text being read.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph

until reaching the entire meaning of text. Furthermore, when the content of the text is felt difficult, the reader tries to understand the text by relying on the visual information that are on the page. In this case, they process the visual information step-by-step from the low linguistic level to the higher one to get the entire understanding of the text.

2. Top-Down Strategies

The process of deriving meaning of the text in top-down strategies triggers from the reader's prior knowledge and experience to the print. By the top-down strategies, readers start to process the text by applying the higher level stages. In this case, readers start with hypotheses and predictions and attempt to verify them by working down to the printed stimuli (Samuels and Kamil, 1988). By having the prior knowledge and experience, readers can make hypotheses and predictions about what they are going to find in the text. Thus, the process of text understanding by these strategies triggers from readers to the text.

These strategies are in line to Goodman (1967) who indicates that reading is a process that involves using available language cues selected from perceptual input on the basis of the reader's predictions. As the information is processed, tentative decisions about meaning are confirmed, rejected, or refined as reading progresses. It means that readers do not identify all elements of the text. Readers just select a few cues used to make predictions. Readers use the graphic information only to support or reject hypotheses about meaning.

Readers usually use the top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues that are in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text, they may still have difficulties to understand the text if there are not any cues in the text that can activate a certain content schemata. In other words, the understanding of text based on the top-down strategies, readers must have background knowledge and language competence as well as readers' understanding about the cues that are on the print that can activate the content schemata (the characteristics of the text).

3. Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involved making use of both print and prior knowledge. The process is initiated by making prediction about meaning and/or decoding graphic symbols. The reader formulates hypotheses based upon the interaction of information from semantic, syntactic, and graphophonemic sources of information (Vacca, Vacca, and Gove, 1991). Comprehension according to these models is dependent on both the graphic information and the information in the reader's mind. Therefore, comprehension may be obstructed when a critical skill or a piece of knowledge is missing. Then, when comprehension is hampered, the skilled reader compensates by decoding a word, relying on context, or both (Harris and Sipay, 1984).

Interactive strategies in reading require both bottom-up and top-down strategies in combination. Readers in understanding a text use these two strategies interactively and simultaneously. The interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about meaning (Vacca, Vacca, and

Gove, 1991). Readers in understanding a text start at first by processing the visual information that exists in the text. This visual information is used to activate the higher level of schemata. After the schemata have been active, readers use them as the basis of making predictions. These predictions are then confirmed to the new information found in the text.

In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the graphemic information that exists in the text (Rumelhart, 1985). These knowledge sources involve syntactic, semantic, lexical, and orthographic knowledge. The process of understanding a text by these knowledge sources runs on inconsistently. In the sense, an analysis made by a reader is not consistent from visual information to text interpretation entirely (Anderson, 1985).

In understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning of a text, readers cannot just rely on visual information or non-visual information. The knowledge is applied interactively.

APPROACHES IN READING

The range of approach to teaching reading in the classroom may include several aspects within the skills to whole language instructional continuum. A major approach should meet two basic criteria: observable in actual classroom and derived from a theoretical base that is top-down, bottom-up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading: prescriptive, basal reading, language experience, and literature-based (Vacca, Vacca and Gove, 1991).

1. Prescriptive Approach

This approach is a kind of individualized instruction which is often favored by teachers who devote large chunks of the reading period to work on phonics. They focus on sound-letter relationship instruction. This approach of teaching reading has come to mean two very different approaches to teachers. One type is associated with bottom-up theory. The heavy emphasis is placed on prescribing linguistic and other sequential skills. Another type is associated with top-down theory. The heavy emphasis is placed on personalizing instruction through literature (Vacca, Vacca, and Gove, 1991).

2. Basal Reading Approach

Basal reading is a kind of approach occupying the central and broadest position on the reading instructional continuum. This approach uses basal readers to teaching reading. The basal reader series are most widely used materials for teaching reading. They help students become ready for reading and provide them for development and practice in reading (Burns, Roe, and Ross, 1984). Basal reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated. Yet basal reading programs, built on scope and sequence foundations (skills, levels, and vocabulary), traditionally have been associated with bottom-up theory. This association has been modified over the years with the addition of language experience and literature activities (Vacca, Vacca, and Gove, 1991).

3. Language Experience Approach

This approach needs students to experience reading as a rewarding and successful process. However, it is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English (Cantony-Harvey, 1987). This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process (Vacca, Vacca, and Gove, 1991).

4. Literature-Based Approach

This approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather than in order to earn a good grade (Cantony-Harvey, 1987). Vacca, Vacca, and Gove (1991) admit that literature-based approach is an approach the teacher use to provide individual students difference in reading ability and at the same time focus on meaning interest and enjoyment. In this approach, teachers encourage their students to personally select books that they want to read and then share and compare insight gained. Reading instruction emanates from assumption about the reading process that are interactive and top-down.

STRATEGIES OF TEACHING READING

The heart of the instructional programs is the quality of the teaching (Gunning, 1992). Vacca, Vacca, and Gove (1991) indicate that strategies are the key to the teaching of reading; they are the hour-by-hour, day-by-day evidence of what is really happening in the classroom.

In the teaching of reading, teachers can use bottom-up strategies for the beginning learners. Teachers begin teaching by showing and introducing students names and shapes of the letters of the alphabets, and students are introduced the combination of the letters in syllables, words, phrases, and sentences. In this regard, students are taught the sub-skills of reading in stages, started from the simple to the complex (Gunning, 1992).

In the top-down strategies, teachers start by telling the students a story, asking them to memorize the whole story, and latter learning to deal with individual words. Sub-skills are not taught because they are considered to fragmenting the process and making learning to read more abstract and difficult (Goodman, 1986).

Teaching of reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning, provide plenty of opportunities for the students to experience by having them read whole books (Gunning, 1992).

In this regard, the teaching of reading indicates process interactive models of reading. Students learn to read by reading, writing and talking about meaningful topics (Vacca, Vacca, and Gove, 1991). To make students involve in the teaching learning activities, teachers may apply some strategies before reading, for instances: previewing, organizers, anticipation guides, brainstorming. Strategies before reading are aimed at helping students to organize what they know and showing them where and how new ideas fit with their background knowledge (schemata). The activation of the students' schemata is essential in order to confirm the information hidden in the text with their prior knowledge.

People read to get information presented in written discourses. White (1986) mentions three kinds of information when reading takes place: referential, cognitive, and affective information. In relation to this information, the objective of reading can also be classified into three categories. First, people read materials that contain referential information to find and get the facts or factual information that are in the print. Second, people read materials that contain cognitive information to develop their intellectual skills. Third, people read materials that contain affective information to get fun or to get pleasure. The techniques of reading developed are reading for information (search reading), mapping, skimming, and scanning (Wiener and Brazerman, 1988, Nuttal, 1989, Grellet, 1992, and Leo, 1994).

1. Reading for Information

In reading for information (search reading), readers try to find out information to meet certain purposes that have been determined before. To find out the information quickly, readers can use clues like contents, indexes, and glossary that are in the books. By looking at these clues quickly, the page clues that are in contents and indexes will help the reader to find the information needed sharply and appropriately. In glossary, readers can find the definition of a certain term that they need. Moreover, in reading for information, readers only try to get certain information from the entire text without analyzing details of the text (Sudiana, 1996).

2. Mapping

Mapping is to identifying meaning of a text through features. Mapping, also called clustering or webbing, is a visual form of brainstorming. When readers actually see ways their ideas connect to the text, they begin to think more creatively. Mapping also helps readers check the logical relationships between ideas in the text.

Mapping can be very effective technique, especially for the students who prefer diagrams, charts, and pictures to large numbers of words. It is also useful for everyone trying to understand both the organization of a reading selection and the main ideas of that selection (Leo, 1994). Mapping can be done before and after the reading process takes place. Mapping before reading can help readers to activate their prior knowledge so that they can relate new information to the old one. Mapping after reading can help readers to find the relationship among ideas and terms that may make learning more efficient. Mapping before reading can activate reader's schemata about the text being read and mapping after reading can help readers to process information more deeply.

3. Skimming

Skimming is aimed at getting quickly the main ideas and the purposes of a reading selection (Leo, 1994). Skimming is a very useful aid to help students find out information wished quickly. In skimming, readers just see the text at a glance; readers just survey the text without carefully reading it. They only use the clues that are in the book to get the information needed. Before skimming, readers must remember the most important parts of a chapter, article, or a paragraph. When skimming, readers usually read the title and the opening sentence in a paragraph or a paragraph in an essay. They may also read over the middle part of the selection very quickly and pay attention to the underlined words or phrases and to

names, dates, and numbers. At last, readers read the closing sentence of a paragraph or the closing paragraph of an essay.

4. Scanning

Unlike skimming that is looking for and getting the most important information, the main ideas of a text, scanning is aimed at looking for and getting the details, facts, numbers, and specific bits of information that are in the text (Leo, 1994). Readers apply scanning in reading to locate specific information and get an initial impression of whether the text is suitable for a given purpose. When scanning, readers do not follow the linearity of the passage to get the information wished. They simply let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information (Grellet, 1992).

COMMON TECHNIQUES IN TEACHING OF READING

Psycholinguistically, reading is viewed as an interactive process between language and thought. Coady (1979) points out that this interactive process involves three factors: (1) conceptual abilities, (2) background knowledge, and (3) process strategies. Furthermore, he states that a typical reading class involves the reading of a passage followed by comprehension questions, vocabulary exercises, and at the same time, grammatical exercises are also developed. Generally speaking, there are three kinds of activities involving in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

1. Pre-reading Activities

Most activities are directed at reader's prior knowledge, especially of building and activating reader's schemata before reading. Tierney and Cunningham (1984) admit that in building reader's schemata prior to reading, pre-teaching vocabulary, enriching background knowledge, and analogy are required. The strategies may take place in terms of: (1) advance organizers, (2) objectives, (3) pretests and pre-questions, (4) student-centered reading activities, and (5) pictures, prefatory statements, and titles.

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students (Mason and Au, 1990). Activities of pre-reading are basically the same as the preparation stage (Finn, 1985). In this stage, teachers try to activate students' schemata relating to the topic of the text, by presenting key words, asking questions related to the topic, or explaining briefly the contents of the text. The activation of students' schemata is aimed at making it easier for the students to comprehend the text to be read.

Pre-reading is to tell students the purposes of reading and learning. According to Finn (1985) the purposes of reading include to: (1) get the students thinking along with the lines of the story they are about to read, and (2) identify particular information the students should be alert to or a question the students should keep in mind as they read the selection. The activity of presenting objectives of reading provides the students with schemata that will help them

recognize the important elements of the text to be read, and connect the elements to the higher schemata.

Pre-reading is to motivating. Motivation in reading attracts students' attention to the text. Students want to read if reading satisfies their desires to conquer their world and if reading feeds their interests (Harris and Smith, 1986). In motivating students, teachers can do some ways like using some attractive color scheme, a cartoon, a picture, or some other approaches to gain the attention of the students and showing them what they will be able to do when finishing the reading class. Showing what the students will be able to do is more than a statement of objective of the reading class. It is the teacher's demonstration or illustration of what the students will be able to do. It is the initial part of the reading class that may consist of interesting fact of what it is to be learned.

The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text. In order to do this properly, teachers can activate the students' background knowledge, tell the students the objectives of reading and learning activities, and motivate the students in the beginning of reading class. These can make the students aware of what they must do when the guided reading activities take place and what they will be able to perform and achieve after the reading class takes place.

2. During/Whilst Reading Activities

During reading activities are the activities that a reader does while reading takes place. To maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how a reader processes a text to increase comprehension, a variety of interventions can be applied. Greenwood (1981) mentions that while reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, (e) recognizing the discourse patterns.

During/whilst reading activities are instructional activities that are going on while reading activities are happening. Greenwood (1981) suggests five activities to do in while reading. First, readers identify main idea of the text, through giving a title, selecting the most appropriate title, and identifying topic sentence through skimming. Second, readers find the details in the text, through scanning the text, and finding specific information. Third, readers follow a sequence by relating items in a particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns by applying all their linguistic and non-linguistic knowledge to understand the text holistically.

To this end, Mealey and Nist (1989) suggest questioning techniques and guides as strategies during reading activities. Questioning technique involves prompting the retrieval of prior knowledge, focusing attention to checking literal, inferring and applying comprehension of information, and predicting possible test items. Questions in reading activity are also useful to guide and focus students' attentions and performance. In addition, the questions also activate students' background knowledge. Finally, predictions at the time of reading are useful to get students involved with the text (Sudiana, 1996).

3. Post Reading Activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to rechecking reader's understanding on the text topic being read. In post-reading activities, students do post-questions, feedback, and group and whole class discussions (Tierney and Cunningham, 1984). The post-questions are more effective in incidental comprehension and the objective, since information of both greater or lesser importance is learned. The value of post-questions, however, depends on the nature and level of the questions, the quality of student response and participation (Mealey and Nist, 1989).

Post-reading activities are instructional activities that the students and teacher do after reading takes place. Tierney and Cunningham (1989) point out that post-questions, feedback, and group and whole-class discussions are activities that can be done in the phase of post-reading activities. The activities function to check students' comprehension about the text being read. The post-questions after reading class activity are very important since information of both greater and lesser important is learned (Mealey and Nist, 1989).

In addition, Sudiana (1996) suggests that the questions asked in the phase of post-reading activities should be directed to the development of the students' higher skill. The development of this skill can be done by using effective questioning strategies. Teachers can do this by asking the students some opened questions that asking them to summarize, to synthesize, and verify their conclusion.

Beside asking questions, the activity of summarizing the contents of the text is also applicable to the students, encouraging students to involve more actively with the text. The result of summary can be used as the basis of determining the students' level of understanding to the text.

The activity of post-reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

ETR METHOD IN TEACHING READING

In the teaching of reading communicatively, one labeled as Experience-Text Relationship Method (ETRM) is now introduced. This method provides opportunities for the students to involve actively in the teaching-learning activities in the classroom. The teaching-learning activities reflect the activities of reading such as pre-reading, whilst-reading, and post-reading activities.

The ETR is a method that gives the students general approach to text comprehension, bringing out the importance of background knowledge of the students. Basically, the teacher leads the students in the discussion of text and text-related topics. At the same time, the teacher models for the students the process and expert reader goes through in trying to construct meaning from text (Mason and Au, 1990).

To apply ETR method, teachers develop the student's comprehension through guided discussion. Cunningham and Moore (1983) suggest that teacher generally follows a sequence incorporating five basic steps: (1) activate and develop students background knowledge necessary for understanding the text, (2) set the purposes of reading (i.e. identify information

to be discussed for, questioned to be answered, prediction to be verified), (3) have students read for these questions, (4) have students show in some way (i.e. by answering questions, summarizing) whether they have met the purposes, and (5) give students feedback about their comprehension performance (i.e. let them know if their reasoning was sound and if responses were right, wrong, or perhaps incomplete). Characteristics of this method are reflected by its name, namely: Experience-Text-Relationship Method, incorporating teacher's planning, pre-reading, guided reading, and post-reading. This method may be used when comprehension instruction takes the forms of guided discussion of a particular text (Mason and Au, 1990).

1. Experience Phase

Experience or *E* phase is a pre-reading activities. Teacher begins lesson by finding out about students' background knowledge and experience related to the theme or topic of the text. From a general beginning, teacher moves the discussion closer to the text about to be read. For example, teachers may show to students an illustration of the passage or tell them the title of the passage. To do this, teacher asks the students to make predictions about the text. When the real reading comes, teacher asks students to read a portion of the text silently, and remind them of their identity, the setting, characters, and problems presented in the passage.

2. Text Phase

Text or *T* phase is guided-reading activities. In this phase, the teacher responds the discussion by asking the students to talk about their predictions. Following this, teacher asks students to discuss whether their predictions were confirmed by the text, and have them talk about other information covered in the purposes set for reading. When the segment of the text discussed is over, teacher asks students to make predictions about the section of text to be read next, set them to additional purposes appropriately to call their attention to important text information, and keep the students enjoying the teaching-learning activities, the teacher alternates the periods of silent reading and discussion.

3. Relationship Phase

Relationship or *R* phase is post-reading activities. Here, the teacher asks some questions relating to the text information to background knowledge and experiences of the students. For example, the teacher asks students what they would have done if they had been in the main characters of the story. Or the teacher asks them if they have ever faced a problem like that of the main character. The teacher asks the students to draw relationship between the story and their own lives, and have them draw connection to other story.

The ETR is a method of teaching that may make the students actively involve with the text. The overall flow is from a pre-reading or experience discussion (top-down) into guided reading or text discussion (bottom-up), and finally to a post-reading or relationship discussion (interactive). The teacher develops the students reading skill integrately, including writing, speaking, and listening.

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