CHAPTER II

READABILITY, READING TEXT, AND TEXTBOOK

A. Readability

1. Definition of Readability

Readability is one of the most important aspects that should be considered in selecting a good passage for student.¹ Since readability can determine the achievement of the goal in teaching reading, some experts or researches define the term readability of a text differently. Actually, readability is not only determined by the length of the passages or the length of the words, but it is also determined by how interestingly and attractively the text is written.² Barbara Woods also defined that the readability of text was investigated to measure the writing complexity and to estimate the reading or education level required for comprehension of the text.³

¹Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 1

²William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 3

³Barbara Woods, Giana Moscardo and Tanya Greenwood, A Critical Review of Readability and Comprehensibility test, *The Journal of Tourism Studies*, 9, 1998, p. 51

There are so many textbooks that are published by the publishers. However, it is not an easy matter to decide the appropriateness of the textbook that will be used with the students' level. As a result, analyzing the readability level can be used to help the teachers in assessing the textbook.

Based on some definitions above, it can be concluded that readability is the complexity level of the reading text which is influenced by some factors in accordance with the level of a certain readers.

2. Factors that Influence Readability

According to Klare cited in Dubay, factors that affected comprehension in text are:

a. Word Characteristics

Some of features may interact with this characteristics are proportion of content (functional) words, length of content words/ frequency/ familiarity, concreteness, association value, active vs nominalized verb construction.

b. Sentence Characteristics

Some of features may interact with this characteristics are length. Active vs passive, affirmative vs negative embedded vs non-embedded, low depth vs high depth (branches).⁴

Style	Average	Average no.	Grade
	Sentence Length	of syllables	
	in Words	per 100 words	
Very easy	8 or less	123 or less	4 th
Easy	11	131	5 th
Fairly easy	14	139	6 th
Standard	17	147	7^{th} to 8^{th}
Fairly	21	155	Some high
difficult			school
Difficult	25	167	High school
			or some
			college
Very	29 or more	192 or more	College
difficult			

Richard R. Day also explains about the factors that influence readability. He mentions five factors as follow:

a. Lexical Knowledge

⁴ William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 38

Lexical knowledge is an important factor because when the number of unknown lexical items in a reading passage increases, students will get more difficulty in comprehending the text.

b. Background knowledge

Background knowledge is essential in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it.⁵

c. Organization

Organization refers to both the rhetorical organization of the text and clarity of the organization. A passage that is not well organized might present problems for ESL students, especially at the beginning stages.

d. Discourse phenomena

A textual phenomenon at the level of discourse includes the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence.⁶

e. Length of passage

⁵Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 7

⁶Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 131

The final factor of readability concerns the length of the potential reading passage. The most common mistake of inexperienced teachers or teachers who are not able to judge the reading abilities of their students is to select a passage that is too long.⁷

Therefore, the teachers have to know about these factors because by knowing the factors that influence readability, the teacher can decide the readability level of the texts. When the textbook that will be used has higher readability level for students, it means that a teacher has to choose another reading text from another source. However, when the text that will be used has lower readability level for students, the teacher has to look for or change some sentences in order to make it appropriate for certain students.

3. Methods in Readability Assessment

In assessing readability, there are some methods that can be applied. Teachers who want to select appropriate text for the students in the process of teaching and learning reading can use any kind of

⁷Richard R. Day, Selecting Passages for the EFL Reading Class, *Journal of English Teaching Forum*, Vol. 32, 1994.

method depends on their beliefs. The purpose of readability assessment is to help someone in knowing the readability level of text for certain reader.

Basically, readability of the text can be measured in two ways,⁸ they are:

a. Readability formulas

Readability is a measure of the style of reading. Principally, readability formula is an instrument to estimate the difficulty level in understanding reading text.

The readability score based on this formula is got by amount of difficult words, amount of words in a sentence and the length of sentences in the reading text. The parts of readability formulas are mentioned as below:

a) Flesch Reading Ease Formula

Flesch reading Ease formula is created by Rudolf Flesch. It is a statistical readability formula that analyzes the readability level through the numbers of syllables, words and sentences. Chall states on Dubay's book that it is the most popular

⁸Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 34

formula and the most tested and reliable.⁹ Furthermore, Flesch formed the formula as follow:

Score = $206.835 - (1.015 \text{ x ASL}) - (84.6 \text{ x ASW})^{10}$

Where:

Score : Position on a scale of 0 - 100

ASL : Average Sentence Length (the number of words divided by number of sentences)

ASW = Average number of Syllables per Word (the number of syllables divided by the number of word).

It calculates reading ease on a scale from 1 to 100, with the range of 0 - 30 being "very difficult", 30 - 50 being "difficult", 50- 60 being "fairly difficult", 60 - 70 being "standard", 70 - 80 being "fairly easy", 80 - 90 being "easy" and 90 - 100 being "very

⁹William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 22

¹⁰William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 21

easy". The description can be easier to be understood in the table below:

Table 2: Reading Ease Scale of the Flesch Formula ¹¹

Score	Difficult Level	Reading Grade
0 to 30	Very Difficult	College graduate
30 to 50	Difficult	13 th to 16 th grade
		(college)
50 to 60	Fairly Difficult	10 th to 12 th grade
60 to 70	Standard	8 th and 9 th grade
70 to 80	Fairly Easy	7 th grade
80 to 90	Easy	6 th grade
90 to 100	Very Easy	5 th grade

b) SMOG Formula

G. Harry McLaughlin developed the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. It is a tool

¹¹William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 22

designed to estimate the readability level of the texts by taking the sample of word and sentence length. The SMOG examines 10 consecutive sentences from the beginning, middle and end of the text.¹²

Here are the steps in analyzing readability using SMOG formula:

- 1. Count 10 sentences in a row near the beginning, 10 in the middle, and 10 in the end for a total of 30 sentences.
- 2. In the 30 selected sentences, count every word of three or more syllables in each group of sentences, even if the same word appears more than once.
- 3. Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.
- Estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100,

¹²Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 44

which yields a square, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than 121.

 Add 3 to the approximate square root. This gives the SMOG grade.¹³ The conversion table of SMOG formula is stated in table below :

Word Count	Grade Level
0 -2	4
3 - 6	5
7 – 12	6
13 – 20	7
21 - 30	8
31 - 42	9
43 - 56	10
57 – 72	11
73 – 90	12
91 – 110	13

Table 3: SMOG Conversion Table

¹³Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 45

111 – 132	14
133 – 156	15
157 – 182	16
183 - 210	17
211 - 240	18

c) Fry Readability Graph

Fry Readability Graph is developed by Burn, Roe and Ross in 2006. He claimed that he did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph has its own advantage. By using a chart, the teacher can write down his own criteria. The procedure involves counting the number of sentences and syllables in each hundred word samples on the graph the average plotting number syllables of per hundred words.¹⁴This method was popular because it was purposely designed to save time. The attempt to save time and

¹⁴William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 46

effort make Fry's Graph achieve wide usage because of its convenience and ease of application.

The following are the directions for computing Fry's Formula:

- Select three 100-word passages from near the beginning middle and the end of the book.
- Count the total number of sentences in each 100-word passage, estimating to the nearest tenth of a sentence. Average these three numbers.
- Count the total number of syllables in each 100-word sample and average them for the three samples
- Plot on graph the average number of sentences per 100 words.

Burns, Roe and Ross further assert that the teacher's first step in helping children to read content material is to be aware of the difficulty of the textbook assignments they make.¹⁵

¹⁵Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 42-43

d) The Dale-Chall Formula

The Dale-Chall Formula is the collaboration of two researchers who had been working on the problem of readability. They are Edgar Dale and Jeanne Chall. They designed the formula to correct certain shortcomings in the Flesch Reading Ease formula. It uses a sentence-length variable plus a percentage of "hard words" – words not found on the Dale-Chall "long list" of 3000 easy words, 80 percent of which are known to fourth-grade readers.¹⁶ To apply the formula:

- 1. Select 100-word samples throughout the text (for books, every tenth page is recommended).
- 2. Compute the average sentence length in words.

¹⁶William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 23

- Compute the percentage of words outside the Dale list of 3000 words.
- 4. Compute this equation:
 Score = 0.1579 PDW + 0.496
 ASL + 3.6365

Where:

Score = Reading grade of a reader who can answer one-half of the test questions on a passage. PDW = Percentage of Difficult Words (Words not on the Dale-Chall word list).

ASL = Average Sentence Length in words.

Dale and Chall also published the following chart for correcting the grade-level scores at the higher grades.

Table 4: Dale and Chall grade-

Formula	Corrected Grade
Score	Levels
4.9 and	Grades 4 and below
below	
5.0 to 5.9	Grades 5 – 6
6.0 to 6.9	Grades 7 – 8
7.0 to 7.9	Grades 9 – 10
8.0 to 8.9	Grades 11 – 12
9.0 to 9.9	Grades 13 – 15
	(college)
10 to above	Grades 16 and above
	(college graduate)

correction chart¹⁷

b. Cloze procedure test

The readability level also can be estimated by using cloze procedure test. Cloze procedure text is a readability test which uses the students' ability in comprehending the text. In addition, it is a test constructed by deleting words from a

¹⁷William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 23

selection and requiring students to fill in the blanks. The deleted words can be at random or mechanical procedure (every n^{th} word) where *n* is usually a number 5 or above.¹⁸

B. The Nature of Text

1. The Definition of Text

According to Mark and Kathy Anderson, a text is defined as the result of some words which are put together to communicate a meaning. Unconsciously, when someone speaks or writes to communicate a message, he is constructing a text. When someone reads or listens to a piece of text, he is interpreting its meaning. Creating a text requires us to make choices about the words we use and how we put them together. Our choice of words will depend on our purpose and our surroundings (context).¹⁹

Based on the explanation from Sanggam Siahaan and Kisno Shinoda, a text is linguistic unit that is put in a context and has meaning.²⁰ The meaning of context here refers to either linguistic

¹⁸William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 31

¹⁹Mark Anderson and Kathy Anderson, *Text Types in English*, (London : Macmillan, 2003), p. 1

²⁰Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2008), p. 1

context (the linguistic unit before and after a text) or non linguistic context (outside context). A text is both a spoken text and a written text.

A spoken text is any meaning spoken text. It can be a word, phrase, sentence or discourse. A spoken discourse can be monolog, dialog or conversation. It can be a song, poetry, drama, lecture, etc. Moreover, a written text is any meaningful written text. It can be a notice, direction, advertisement, paragraph, essay, article, book, etc. A text refers to any meaningful short or long spoken or written text. ²¹

It can be concluded that text is meaningful spoken or written words to communicate the meaning, and the term of text in this study is belong to reading text (written words), the printed material on the textbook which is used in the process of teaching and learning reading.

²¹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2008), p. 2

2. The Kinds of Text

Mark and Kathy Anderson divided text into two types, literary and factual.²² Literary texts include aboriginal dreaming stories, movie script, limericks, fairy tales, novels, song lyrics, mimes and soap operas. Literary text can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category narrative, poetic and dramatic. Media texts such as film, videos, television shows and CDs can also include in this category.

include Factual advertisement. texts announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this response. explanation, category are recount. information discussion, report, exposition and procedure.²³

Furthermore, there are 15 kinds of text types. They are narrative, news story, exemplum, anecdote,

²²Mark Anderson and Kathy Anderson, *Text Types in English*, (London : Macmillan, 2003), p. 2

²³Mark Anderson and Kathy Anderson, *Text Types in English*, (London : Macmillan, 2003), p. 1

recount, spoof, procedure, explanation, report, exposition, discussion, description, review, news item and commentary.²⁴

From all explanation above, the text types on this study include descriptive texts, recount text, and narrative text. Those are the text types that have to be learnt by the students of tenth grade based on standard of competence and basic competence in2013 curriculum. Those types of text are also written in the textbook entitled "*Bahasa Inggris*" for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016.

3. Criteria of Good Texts

There are criteria for choosing reading text for students. Based on Nuttal cited in Ernawati, there are three criteria of a good reading text for students, they are:

 Suitability of content, it means that the materials for the students are interesting, enjoyable, challenging, and appropriate with their goal in learning English.

²⁴Alexander Mongot Jaya, et al, *English Revolution*, (Jepara : Mawas Press, 2009), p. 4

- 2. Exploitability is a text that facilitates the achievement of certain language and content goals which is exploitable for instructional tasks and techniques; and it's interpretable with other skills (listening, speaking, and writing).
- 3. Readability is the combination of lexical and structural difficulty that will challenge the students.²⁵

It showed that readability also becomes the factor which influences the text selection. Here, the teachers are expected to know in selecting the texts which are readable, understandable and interesting. Because selecting a good text is not easy matter. So, it is better to know the criteria of good text.

C. The Nature of Textbook

1. The Definition of Textbook

Jack C. Richard said textbooks are perhaps the commonest form of teaching materials in language teaching.²⁶ In language program, textbook is used in different ways. For example, a reading textbook may be

²⁵Deni Ernawati, "An Analysis of Readability Level of Reading Texts in Passport To The World 2 Textbook by Using Cloze Test", Thesis (Jakarta: English Education, Syarif Hidayatullah State Islamic University, 2013), p. 12.

²⁶Jack C. Richards, *Curriculum Development in Language Teaching*, (New York : Cambridge University Press, 2001), p. 254

the basis for a course on reading skills. It provides both asset of reading texts and exercises for skills practice. A writing textbook might provide model composition and a list of topics for students to practice their writing. A grammar textbook might serve as a reference book and provides examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss; as a result they can practice their speaking. A listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course.²⁷

According to Cunningsworth, the term of textbook refers to "a resourcein achieving aimsand objectives that have alreadybeen set in the terms of learnerneeds".²⁸ From the quotation above, it cannot be denied that students are very familiar with the term of textbook in teaching and learning process. Textbook is also defined as the crucial teaching and learning aid

²⁷Jack C. Richards, *Curriculum Development in Language Teaching*, (New York : Cambridge University Press, 2001), p. 255

²⁸Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilan Publisher Limited, 1995), p. 7

composed of texts and/or images that are used in many schools for facilitating sequences of learning activities.²⁹

In some schools, textbook becomes the primary instructional material in the school and usually are taken for granted. It is also wished that textbook can make learning easier and more pleasurable.³⁰ Therefore, the existence of textbook is very important in teaching and learning process. Textbook can help teachers to decide the material that will be taught to the students based on curriculum. Students also can reread the textbook in order to remind the materials that had been learnt or will be learnt.

2. The Advantages and Disadvantages of Textbook

Penny Ur states on her book about this matter clearly. The advantages of textbook are:

a. Framework

A textbook provides the clear explanation about material that will be learnt.³¹ Therefore, teachers

²⁹Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilan Publisher Limited, 1995), p. 17

³⁰Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilan Publisher Limited, 1995), p. 1

³¹Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 79

and students can understand the material generally.

b. Syllabus

Sometimes, textbook serves a syllabus that should be followed by the teacher in the teaching process. If the teacher has followed the syllabus in the textbook regularly, whole materials will be covered well.

c. Ready-made Text and Tasks

Almost in every textbook in the school provide the texts and tasks which are likely to be of an appropriate level for most of the classes. Therefore, it can facilitate teachers in making the test.

- d. Economy; the price of the book is also the cheapest from other learning materials for each learner.
- e. Convenience; It is light and small enough to carry around easily.
- f. Guidance; It can help teacher who has inexperience in teaching
- g. Autonomy

The students can learn the material in the textbook on their own. They also can use it for reviewing the material that has been learnt.³²

Secondly, the disadvantages of the textbook are:

a. Inadequacy

There will not be a textbook that can cover every student's needs because every student has different needs. Therefore, choosing the appropriate textbook is not an easy matter.

- b. Irrelevance; The topics in the textbook may not be relevant or interesting for the students.
- c. Limitation; Sometime, textbook leads to boredom and lack of motivation.³³
- d. Homogeneity; Textbooks have their own rationale and chosen teaching and learning approach.
- e. Over-easiness; Teachers find it too easy to follow the textbook uncritically instead of using their initiative.³⁴

³²Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 80

³³Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 81

³⁴Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 80

Moreover, Jack C. Richard also mentioned some advantages and disadvantages of textbook. The advantages are mentioned as follow:

- a. Textbook provides structure and a syllabus for a program
- b. Textbook helps standardized in instruction
- c. Textbook maintains quality
- d. Textbook provides a variety of learning resources
- e. Textbook is efficient
- f. Textbook can provide effective language models and input.
- g. Textbook can train teacher
- h. Textbook is visually appealing.³⁵

After mentioning the positive side of textbook, Jack C. Richard also mentioned the negative effects or the disadvantages of textbook. They are:

- a. Textbook may contain inauthentic language.
- b. Textbook may distort contain

³⁵Jack C. Richars, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 255

- c. Textbook may not reflect students' need.
- d. Textbook can deskill teachers
- e. Textbook is expensive.³⁶

In order to reduce the disadvantages of the textbook, the teachers have to be creative and understand about the text that is appropriate for students' level. Actually, the main role in the teaching and learning process in class is not only a textbook but also the teacher. Teacher has the crucial role in the success of teaching and learning process. Therefore, teachers have to be innovative when they find that textbook is not appropriate for their students especially in appropriateness of reading texts.

3. Criteria of Textbook

According to Jack C. Richard, there are four criteria for selecting textbooks. They are:

- They should correspond to learners' needs. They should match the objectives of the language learning program.
- b. They should help to equip students in using language effectively for their own purposes.

³⁶Jack C. Richars, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 256

- c. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- d. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learners.³⁷

Furthermore, he also stated the other factors that influence textbook selection. The first is program factors; relating to concerns of the program. The second is teacher factors; relating to teacher concerns. The third is learner factors; relating to learner concerns. The fourth is content factors; relating to the content and organization of the material and reading texts in the book. The last is pedagogical design of the materials, including choice of activities and exercise types.³⁸

There are many textbook that offered by different publisher. It is very important for the

³⁷Jack C, Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 258-259.

³⁸Jack C, Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 254.

school, especially for English teacher to know the quality of the textbook.

D. Reading Comprehension

There are some theories related to reading comprehension. There are three main points to be discussed. They are reading purposes, processing components of reading, and models of reading.

1. Reading Purposes

Reading is the practice of using text to create meaning.³⁹ It means that the readers have to be able to reconstruct the meaning of the text when reading. If there is no meaning being gotten by readers, there is no reading taking place. Reading is an activity providing many benefits. People read texts for some purposes. There are seven kinds of reading purposes.⁴⁰ Reading intended to search for the simple information. Reading intended to skim quickly. Reading intended to learn from texts. Reading intended to integrate information. Reading to write (or search for information needed for writing). Reading intended to critique texts. Reading intended to get general information.

³⁹Johnson, Andrew P, *Teaching Reading and Writing*, (New York: Rowman & Littlefield Education, 2008), p.3

⁴⁰William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 13

2. Processing Components of Reading

Reading comprehension processes are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. Based on this, reading processes are divided into two parts: lower and higher level reading processes.

a) Lower-level processes

Parts of lower reading processes are lexical access, syntactic parsing, semantic proposition formation, and working memory activation.⁴¹ Reading comprehension cannot be separated from the word recognition skills (lexical access). Word recognition is analogically as "a car" that will bring us into destination that is comprehension. After that, we will do the syntactic parsing. It is the ability to recognize phrasal groupings words ordering information and the relation among clauses.

The next is semantic proposition formation, which is process of combining word meanings and structural information into basic clause-level meaning unit. This process helps the reader to integrate information from the previous information. As the

⁴¹William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 20

analogy of "a car", the working memory is the engine of the car. The working parts fit together for efficient coordination and the fuel (word recognition) gives the useful energy in the engine to drive the car.

b) Higher-level processes

This process elaborated interpretation of how we want to understand text meaning. It includes text model of comprehension, situation model of reader interpretation, background of knowledge use and inferencing, and executive control processes. The most fundamental process is the coordination of ideas from text that represent the main and supporting points. It also represents the network idea of a text (text model comprehension).⁴² At the same time, that the first process occurs, the fluent reader begins to interpret information of the text built the emerging text model. The situation model integrates text information with a well developed network or ideas from readers' background knowledge and it interprets new information.

The ability of fluent readers to integrate text and background is the hallmark of expert reading in a

⁴²William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 25

certain topic. Text model and situation model construction require the abilities to oversee, monitor, comprehend and reestablish goal (executive control processes). This represents the way that we assess our understanding of text.

Reading to find simple information will emphasize the word recognition and some background knowledge anticipation of certain items.⁴³ Reading for general comprehension will use balanced combination of text model comprehension and situation model interpretation to integrate with the background knowledge.

3. Models of Reading

There are two kinds of models of reading. They are metaphorical and specific models of reading.⁴⁴ The first is metaphorical models of reading. Metaphorical is divided into bottom-up models, top-down models and interactive models.⁴⁵ Bottom-up models occurs when readers create a piece-by-piece translation of the information in the text,

⁴³William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 26

⁴⁴William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 31

⁴⁵William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 31

with the readers' own background of knowledge. It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning. Top-down models happens assume that the reader has set of expectations about text information and sample enough information from the text to confirm or reject his expectations. It means that the reader constructs meaning by bringing their early own background of knowledge to the text being read. Interactive models suggest that the reader can combine the keys idea from top-down models with ideas from bottom-up models. It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text

The second types are specific models of reading. This model is a good for research as the purpose of reading. Specific models of reading divided into psycholinguistic guessing game model, interactive compensatory model, word recognition models and sample view of reading model.⁴⁶ The first is psycholinguistic guessing game. Psycholinguistic guessing game model portrays reading

⁴⁶William Grabe and Fredricka L. Stolleer, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 34

comprehension as a universally applicable interactive process of hypothesizing, sampling, and confirming information based on background of knowledge, expectation about the text, sampling features of the text and context information of the text. The second is the interactive compensatory model. This model argues that readers develop efficient reading processes, lessautomatic processes interact regularly, automatic processes operate relatively independently, and reading difficulties lead increased interaction to and compensation. The next is basic word recognition model. This model is fundamentally bottom-up in orientation and they account for a considerable amount of what we currently know about word recognition processes. The last is simple view of reading model. This model argues that reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities.

E. Teaching Reading in Senior High School

Teaching is an activity in which the teacher guides and facilitates learning, gives for the learners to learn, and sets the condition for learning.⁴⁷ The teaching of reading has an

⁴⁷Douglas Brown, *Principles of Language Learning and Teaching*, (New York : Pearson Education, 2000) , p. 7

important objective. Based on 2013 curriculum, reading in Senior High School in Indonesia is aimed at making students comprehend interpersonal, ideational, and textual meaning in various written text. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, and discussion.

Based on 2013 curriculum, standard of competence of reading for senior high school students grade X states that the students should be able to understand the meaning of written short functional texts and essays in the form of descriptive, narrative, and recount text related to the surrounding to get knowledge. Meanwhile, the basic competency states that the students should be able to respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in essays related to surrounding and to respond the meaning and rethoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the form of descriptive, narrative and recount texts.