



TEACHING

Reading

WHAT YOU NEED TO KNOW

Dr. Melyann Melani, S.S., M. Pd

TEACHING Reading

WHAT YOU NEED TO KNOW

Writer:

Dr. Melyann Melani, S.S, M. Pd



**TEACHING READING
(WHAT YOU NEED TO KNOW)**

Penulis:
Melyann Melani

Desain Cover:
Ridwan

Tata Letak:
Atep jejen

Proofreader:
Via Silvira F

ISBN:
978-623-6608-82-1

Cetakan Pertama:
Desember, 2020

Hak Cipta 2020, Pada Penulis

Hak Cipta Dilindungi Oleh Undang-Undang

Copyright © 2020

by Penerbit Widina Bhakti Persada Bandung

All Right Reserved

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari Penerbit.

PENERBIT:

WIDINA BHAKTI PERSADA BANDUNG

Komplek Puri Melia Asri Blok C3 No. 17 Desa Bojong Emas
Kec. Solokan Jeruk Kabupaten Bandung, Provinsi Jawa Barat

**Anggota IKAPI Cabang Jawa Barat
No. 360/JBA/2020**

Website: www.penerbitwidina.com

Instagram: @penerbitwidina

ACKNOWLEDGEMENT

The Book, "Teaching Reading (What You need to Know) is a depiction of what the writer want everyone who are involved in the process of teaching "reading" should know. The first part of the book describes the how "Reading" is taught at English Department, Faculty of Teacher Training, Islamic State Institute of Bukittinggi. The second chapter illustrates the concept of "Reading" itself. The last chapter of the book is the description of the proposed model of teaching "Reading" that is especially designed to meet the need of both students and teachers.

Therefore, the writer expects that this book will be able to provide valuable information for those who want to explore on how "Reading" is taught in different context and bring fresh ideas on how to teach students to read with better comprehension

Finally, the writer wants to express her gratitude to all parties who have encouraged her to write this book, the people who have helped her gather ideas and also the people who have helped her with technical aspect of completing this book. Hopefully, this book will also be able to give inspiration or motivation and ideas for others.

Bukittinggi, Desember 2020

Melyann Melani

TABLE OF CONTENT

ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
CHAPTER 1 TEACHING READING AT ENGLISH STUDY PROGRAM, FACULTY OF TEACHER TRAINING, IAIN BUKITTINGGI	1
CHAPTER 2 THEORIES UNDERLYING TEACHING READING	9
A. Constructivism	9
B. Teaching Model	11
C. Second Language Acquisition And Language Learning	13
D. The Nature Of Reading	16
E. Intensive Strategic Reading Instruction	30
F. Extensive Reading	41
G. Planning A Reading Lesson	52
CHAPTER 3 AN INTEGRATED MODEL OF INTENSIVE STRATEGIC READING INSTRUCTION WITH EXTENSIVE READING	61
REFERENCES	74
THE PROFILE OF THE WRITER	79



TEACHING READING AT ENGLISH STUDY PROGRAM, FACULTY OF TEACHER TRAINING, IAIN BUKITTINGGI

The advent of internet and the rapid development of technology and communication that result in a sheer volume of information available make reading become more important than ever before. In order to be successful in life, modern society must be good readers. It is possible to say that reading skills are not a guarantee for someone's success, but success will be harder to achieve without becoming a skilled reader. The beginning of this century was marked as a globalization era where people were no longer concerned with boundaries of countries. Conducting business, exchanging information, finding better education, visiting other places for recreation and moving to other countries are some of the reasons people from all parts of the world come into contact. The position of English as a global language makes all the processes mentioned above become a lot easier. People use English as a language to interact in globalization era and it surely had a significant effect on education.

It seems that the notion of "reading" is easy to be understood, as a matter of fact, some people never realize the complex process that happens when they read. At certain situation, people unconsciously read things. They read instruction in an airport or on the street or they read information about a product they plan to buy in a supermarket. Other people, on the other hand, consciously read things like when they read a chapter of a book instructed by a teacher or an employee reading a document for job presentation. What most



THEORIES UNDERLYING TEACHING READING

A. CONSTRUCTIVISM

Constructivism is a learning theory that underlines individuals actively constructs their own knowledge. Based on constructivist point of view, individuals learn by integrating new knowledge and existing knowledge. When individuals are actively involved in the learning process, the integration between new knowledge and existing knowledge is occurred. According to Anderson and Pearson in Tracey & Morrow (2006:48), constructivism theory has been applied directly in reading as descriptions of how readers construct or comprehend messages during the reading process. In reading comprehension process, the readers' ability in integrating, existing knowledge, self characteristics, and strategies used are highly needed (Yussof et al., 2012:158). Constructivism portrays the reader as deliberately building a mental representation by integrating new information in the text and existing information. In constructing the meaning, the reader arranges the content based on the structure of the text from a cognitive repertoire, selects the basis of importance of content, and associate the content by making of inferences and elaboration, Spivey (1989:4). Constructivism can be directly related to the reading process where the readers are actively involved in meaning making process.

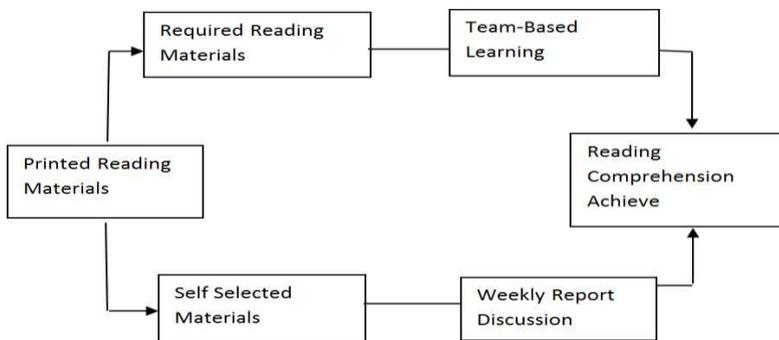
Constructivism has three major components, Tracey & Morrow (2006:47). First, constructivism believes that learning is unobservable to the external viewer, it takes place through internal mechanism. Therefore, learning can occur without any external, visible signs. Second, based on constructivist perspective, learning often results from individuals' experiences. For instance, when someone doesn't understand the difficult words that come across in reading, she or he makes a prediction or a hypothesis related to the words. Then, she put

CHAPTER
3

AN INTEGRATED MODEL OF INTENSIVE STRATEGIC READING INSTRUCTION WITH EXTENSIVE READING

By using a team-based learning concept that involves an instructional template with three teaching phases, Hamra and Satyana (2012: 1) attempted to design a teaching reading model for university students; reading outside, small group discussion and class discussion, the teaching model is called MTR (Model of Teaching Reading for EFL University Students. MTR considers the required prepared by the lecturers, self selected materials based on students' interests, team-based learning and the evaluation to see reading achievement at the end of the lesson. The selected reading materials as the weekly reading task for the students are expected to increase reading participation of the students. This model is described in the following figure:

Figure 2.2 Model of Teaching Reading (Hamra & Satyana, 2012)



THE PROFILE OF THE WRITER



○ Dr. Melyann Melani, S.S, M. Pd, Lahir di Bukittinggi 31 Januari 1981. Menyelesaikan pendidikan Strata-1 di Universitas Andalas pada tahun 2002. Lulus Program Magister tahun 2007 dan Doktor tahun 2017 di Universitas Negeri Padang. Saat ini menjalankan tugas sebagai Dosen pada Prodi Pendidikan B. Inggris, IAIN Bukittinggi. Telah menulis beberapa artikel tentang pengajaran “Reading” dan pembelajaran Bahasa Inggris.



TEACHING Reading

WHAT YOU NEED TO KNOW

The Book, "Teaching Reading (What You need to Know) is a depiction of what the writer want everyone who are involved in the process of teaching "reading" should know. The first part of the book describes the how "Reading" is taught at English Department, Faculty of Teacher Training, Islamic State Institute of Bukittinggi. The second chapter illustrates the concept of "Reading" itself. The last chapter of the book is the description of the proposed model of teaching "Reading" that is especially designed to meet the need of both students and teachers. The book provides information for those who want to explore on how "Reading" is taught in different context and bring fresh ideas on how to teach students to read with better comprehension



Penerbit
widina
www.penerbitwidina.com

ISBN 9786236608821



9 786236 608821