

BASIC-READING COMPREHENSION

SKILL AND STRATEGIES FOR COLLEGE STUDENTS
(THEORIES AND EXERCISES)

Sitti Mukamilah, M.Pd



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PREFACE

Reading comprehension is an essential skill for students at all levels of education. It is the foundation upon which learning in all subjects is built, enabling students to understand, analyse, and synthesize information from various texts. This textbook aims to equip students with the strategies and skills needed to improve their reading comprehension and to become confident, independent readers.

This book is designed to support college students in developing their reading comprehension skills through a structured approach that includes a variety of texts and exercises. The content is suitable for college students at the intermediate level and is intended to be used in a classroom, University or for independent study. The book covers a wide range of genres, including fiction, non-fiction, poetry, and informational texts, ensuring that students are exposed to diverse reading materials.

Each chapter is organized around a specific theme or topic, with clear objectives and outcomes. Lessons include pre-reading activities, guided reading, and post-reading exercises to reinforce understanding. The book includes a variety of texts to engage students and cater to different interests and reading levels. Texts are chosen for their relevance and ability to stimulate critical thinking and discussion. Strategies such as predicting, questioning, clarifying, summarizing, and visualizing are integrated throughout the lessons to help students develop effective reading habits. Activities and exercises are designed to be interactive and encourage student participation. It includes comprehension questions, exercises, discussion, and writing assignments.

The development of this book has been a collaborative effort, and we would like to express our gratitude to all those who contributed, especially my parents, my lovely husband and University of Islam Madura (UIM) Pamekasan.

We hope that this book will be a valuable resource for college students and teachers alike, fostering a love of reading and a deeper understanding of texts. By developing strong reading comprehension skills, students will be better equipped to succeed academically and in their future endeavours.

Pamekasan, Juli 2024

Author

TABLE OF CONTENTS

PREFACE.....	i
TABLE OF CONTENTS.....	iii
CHAPTER I WHAT IS READING?.....	1
A. Definition of Reading	1
B. Reading in Different Ways to Different Purposes	3
C. The Type of Reading.....	4
D. Intensive and Extensive Reading	5
CHAPTER II READING COMPREHENSION	13
A. The definition of reading Comprehension	13
B. Reading Comprehension Strategy	14
C. Reading Comprehension Level	15
D. The Example of Reading Comprehension text.	18
CHAPTER III TEXT	21
A. Definition of Text.....	21
B. The Part of The Text.....	21
CHAPTER IV NARRATIVE TEXT.....	27
A. Definition of Narrative Text	27
B. Purpose of Narrative Text.....	27
C. Generic Structures of Narrative Text	27
D. Read the following text carefully!	30
E. Pay attention this following figure and answer it!.....	31
CHAPTER V DESCRIPTIVE TEXT	33
A. Definition of Descriptive Text	33
B. Purpose of Descriptive Text.....	33
C. The Generic Structures of Descriptive Text.....	34
D. Importance of Descriptive Text.....	35
E. Tips for Writing Effective Descriptive Texts	36
CHAPTER VI ARGUMENTATIVE TEXT	41
A. Definition of Argumentative Text.....	41

B. Purpose of Argumentative Text.....	41
C. Generic Structures of Argumentative Text.....	42
CHAPTER VII PERSUASIVE TEXT	48
A. Definition of Persuasive Text.....	48
B. Purpose of Persuasive Text	48
C. Generic Structures of Persuasive Text.....	49
CHAPTER VIII EXPLANATION TEXT	53
A. Definition of Explanation Text.....	53
B. Purpose of Explanation Text.....	53
C. Generic Structures of Explanation Text.....	54
CHAPTER IX SPOOF TEXT	59
A. Definition of Spoof Text.....	59
B. Purpose of Spoof Text	60
C. Generic Structures of Spoof Text.....	60
CHAPTER X ANALYTICAL EXPOSITION.....	64
A. Definition of analytical exposition.....	64
B. Purpose of analytical exposition	64
C. Generic Structures of analytical exposition	65
CHAPTER XI HORTATORY EXPOSITION	70
A. Definition of hortatory exposition.....	70
B. Purpose of hortatory exposition.....	70
C. Generic Structures of hortatory exposition	71
CHAPTER XII NEWS ITEM TEXT	76
A. Definition of News Item Text.....	76
B. Purpose of News Item Text.....	76
C. Generic Structures of News Item Text	77
BIBLIOGRAPHY.....	97

CHAPTER I

WHAT IS READING?

Objectives of The Study:

The students be able to understand the definition of reading, the type of reading.

The students can explain the strategy of reading, Intensive dan extensive Reading

A. Definition of Reading

Different people use the term reading in different ways, and much confusion can arise from consequent misunderstanding. So, we had better start by making sure that we are thinking about the same thing when we use the term.

Reading simply can be defined as a process to understand and get information from a text (Septiyana & Aminatun, 2021). Reading is the process of interpreting written or printed text in order to understand and derive meaning from it. It involves visually perceiving written symbols (letters, words, sentences) and comprehending their significance, whether for informational, educational, entertainment, or other purposes.

(Simanjuntak, 1988) design reading as “an active cognitive process of interacting with printing and monitoring comprehension to establish meaning.” It means that reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated.

Definitions of reading according to several experts and scholars in the fields of education and linguistics:

1. Frank Smith (1971): Reading is the process of constructing meaning from written text. Smith emphasizes that reading is an

active activity where the reader connects their prior knowledge with the information contained in the text.

2. Kenneth Goodman (1967): Goodman defines reading as a "psycholinguistic guessing game" where readers use graphic, syntactic, and semantic cues to guess or predict the meaning of the text.
3. Jeanne Chall (1983): According to Chall, reading is a developmental process that involves several stages, from recognizing letters and words to reading for learning and reading for pleasure. She emphasizes the importance of phonics instruction in the early stages of learning to read.
4. Marie Clay (1991): Clay states that reading is a complex literacy behavior involving both decoding and comprehension. She also introduced the concept of "reading recovery" to help students struggling with reading.
5. David Pearson (1984): Pearson defines reading as an interactive process where the reader interacts with the text to construct meaning. He emphasizes that reading comprehension involves using various strategies, including activating prior knowledge and making inferences.
6. Gough and Tunmer (1986): They introduced the "simple view of reading" model, which states that reading consists of two main components: decoding (the ability to translate written text into sounds) and comprehension (the ability to understand and interpret the meaning of the text).
7. Kintsch and van Dijk (1978): They developed the construction-integration model, which posits that reading is the process of constructing meaning through the integration of information from the text and prior knowledge.
8. William Grabe (2009): Grabe defines reading as a process that involves word recognition, comprehension, using reading strategies, and constructing meaning through interaction with the text. He also highlights the importance of academic and professional reading in higher education contexts.

Based on the definitions above, reading is not merely recognizing words on paper but also involves a complex process where readers connect new

information with existing knowledge, employ various strategies to understand the text, and integrate this information to construct meaning.

B. Reading in Different Ways to Different Purposes

Now think about the thing you have listed. Why did you read each one? What did you want to get from it? What about the letters from home? The detective novel? You will find that you had a variety of reasons for reading, and if you compared notes with other people, you would find different reasons again.

You will probably have concluded that the way you tackled the task is strongly influenced by your purpose in reading. For most of us, once we have passed the early reading stage, reading aloud is not common outside the classroom. Most of our reading is done silently, except for spectacles.

To return to the list of things you have read and your reason for reading them: whatever the reasons were interested in pronunciation of what you read except in a tiny minority of cases, and it is even less likely that you are interested in the grammatical structure used. (Linderholm, 2006) stated that in college-level courses, the vast majority of the students read expository textbooks with a primary purpose in mind; to memorize, and hopefully understand enough information to receive a particular grade on a course exam. Reading is something many people use for purposes. People just read with or without purpose. It is noted that so much of the world's population can read a little more than 80 percent of the world's population can read to some extent (Grabe, 2008).

a) Bottom-up Models

Bottom-up read process models regard reading as essentially a method of translation, decoding, or encoding. The reader starts here with letters or bigger units and begins to anticipate the phrases they spell as he attends to them. They are decoded into inner speech when the words are recognized, from which the reader derives meaning in the same manner as listening. Comprehension of reading is thought to be an automatic result of precise word recognition in this process.

These models' adherents asserted that reading is fundamentally the translation of graphic symbols into an oral language

approximation. These models are affected by behavioural psychology and consequently structural linguistics in which they are mostly suitable for starting readers.

b) Top-down Models

The cognitive and language skill of the reader plays a main role in building significance from printed materials in top-down reading models. Friedman (2019) states that in the top-down reading model, the point is placed on a student's engagement with the text. It is insufficient to get students to simply know the word they see, understand its general meaning and know how to pronounce it if reading aloud. The aim of the top-down reading theory is in order to get students to become active readers. Active readers have increased comprehension skills and larger vocabularies and are more capable of engaging in abstract and logical consideration.

c) Interactive Models

The combination model can be done in connecting between surface structure systems and deep structure systems. The example of a surface system like the sensory and bottom-up portion of reading. While the thinking or top-down is the deep structure one. Thus, these aspects of reading are ways to build meaning and memory for all learners. (Susanto, 2020)

C. The Type of Reading

Reading typically involves several cognitive processes:

- a. Decoding: Recognizing and understanding the symbols (letters and words) on the page or screen.
- b. Comprehension: Making sense of the information conveyed by the text, including understanding its context, main ideas, details, and implications.
- c. Analysis and Interpretation: Reflecting on and evaluating the content, formulating opinions or interpretations based on the text.

The steps in teaching of reading were divided into three steps based on (Williams, 1984) as follows:

- a. Pre-reading

The purpose of pre-reading was to assist the students to get the most out of what they were going to read. This was done by providing the students with pre-reading questions to activate students to think and to relate their relevant background to the text, to preview important points, and to set a purpose for reading.

b. While-reading

The while-reading phase was to help the students develop the skills of eliciting from what they read. Students needed to use bottom-up processes to analyse words, phrases and sentences in texts to verify their anticipation from the reading phase and to understand the details of the text.

c. Post-reading

The purpose of follow up was to help the students develop the information gained from what they learned. It enabled students not only to review or conclude what they have read from the text but also to integrate the textual information into their own experiences.

Reading can be done silently (to oneself) or aloud (for oneself or for others). It is a fundamental skill that plays a crucial role in education, communication, and everyday life, enabling individuals to access and engage with a wide range of information and ideas across various subjects and genres.

D. Intensive and Extensive Reading

a. Intensive Reading

Intensive reading is an activity that focuses on a deep understanding and analysis of the text being read. The goal of intensive reading is to comprehend the details and deeper meaning of the text, as well as to study the structure and use of language.

Intensive reading involves a more detailed and focused examination of texts. This approach encourages students to dissect sentences and paragraphs, which can lead to a deeper understanding of word usage, collocations, and nuances. In intensive reading, lecturers may include vocabulary exercises and

activities that require students to define, use, and practice new words encountered in the text. This deliberate practice reinforces vocabulary acquisition. Intensive reading often involves taking notes on key vocabulary words and phrases. This process helps students actively engage with new vocabulary, making it more likely to be remembered and integrated into their active vocabulary. (Haswani & Erlita, 2023)

Objectives of Intensive Reading:

- Enhance deep understanding of the text being read.
- Enrich vocabulary and grammar comprehension.
- Develop critical and analytical thinking skills.
- Improve students' writing and speaking abilities.

In any intensive reading lesson, you will want to include some of the following perhaps even all of them occasionally; (Ward, 2007)

1. Scanning, skimming, rapid reading practice
2. Tackling the interpretation of the text by mean of ;
 - ✓ Utilizing non-text information
 - ✓ Word attack skills
 - ✓ Text attack skills
 - ✓ And making use of various kinds of questions or other tasks.
3. Producing some sort of outcomes based on the text as a whole.

Before the students begin to read the text, do a quite a lot to make their task more explicit and their way of tackling it more effective, considers these points;

1. Providing a reason for reading
2. Introducing the text
3. Breaking up the text
4. Dealing with a new language
5. Asking sign-post question

The example:

The Magic Tree

**Once upon a time, in a small village, there was a tree that could talk. This magic tree was very old and wise. It would tell stories to the children who visited it. One day, a little girl named Anna found a secret door at the base of the tree. She opened it and discovered a hidden world inside. **

Steps of Intensive Reading:

1. Pre-reading Activity:

- ✓ Brainstorming: Discuss with the students what they know about magical trees and fairy tales. Ask if they have ever heard about a tree that can talk.
- ✓ Vocabulary Preview: Introduce new vocabulary from the text, such as "village," "wise," "stories," "secret," and "hidden." Explain the meanings of these words and provide examples of their usage in sentences.

2. Reading Activity:

- ✓ First Reading: Read the text aloud to the students. Ask them to listen carefully and try to understand the general story.
- ✓ Second Reading: Read the text again, this time pausing after each sentence or paragraph to give students a chance to understand and analyse the text. Encourage them to pay attention to details such as characters, setting, and plot.

3. Post-reading Activity:

- ✓ Comprehension Questions: Ask questions to test the students' understanding of the text.
 - Who found the secret door at the base of the tree?
 - What did Anna discover inside the tree?
- ✓ Discussion: Discuss with the students why the magic tree is important in the story. What lessons can they learn from this story?

4. Language Focus:

- ✓ Grammar Analysis: Highlight the use of past tense in the text and discuss how it helps in narrating past events. Examples: "found," "opened," "discovered."

- ✓ Vocabulary Practice: Ask students to create new sentences using the vocabulary they have learned. Example: "The wise owl told a story to the children."

5. Follow-up Activity:

- ✓ Creative Writing: Encourage students to write a continuation of the story "The Magic Tree." What happens after Anna discovers the hidden world inside the tree?
- ✓ Role Play: Divide students into groups and ask them to act out the characters in the story. Students can play the roles of Anna, the magic tree, or other children who listen to the tree's stories.

Intensive reading helps students not only understand the surface story but also analyse important elements within the text, deepen their language comprehension, and apply new knowledge in broader contexts.

b. Extensive Reading

Extensive reading involves reading a large quantity of material, such as books, articles, and stories, at a comfortable pace. This exposure to various contexts and genres allows students to encounter unfamiliar words in a natural and meaningful context. As students engage in extensive reading, they may encounter the same words repeatedly in different texts. This repetition reinforces their understanding and retention of these words, making it more likely that they will remember them. In extensive reading, students often obligate context clues to infer the meanings of unfamiliar words. This process of guessing word meanings from context encourages active vocabulary learning and problem-solving skills. (Haswani & Erlita, 2023)

Extensive reading refers to the various terms, including reading for pleasure, self-chosen reading, independent reading, and wide reading. The purpose of the Extensive Reading program is to increase learners' target language exposure by allowing them to read wide varieties of accessible and interesting materials. One

week of one book is considered extensive enough to support language improvement and build the reading habits. Extensive reading is a procedure of language teaching where students have to read large quantities of materials for general understanding, and the primary goal of it is obtaining pleasure from the text (Taha & Al Sukhon, 2023). Moreover, (Day & Bamford, 2002) stated that extensive reading is an excellent strategy to enhance reading proficiency and build linguistics competence, such as reading skills, vocabulary, writing, and spelling skills. Extensive and intensive reading can improve students' vocabulary acquisition through complementary methods that expose learners to a wide range of words and reinforce their understanding.

a) Key Features of Extensive Reading

1. Large Quantity of Reading Material:

- Students are encouraged to read as much as possible, across a wide variety of genres and topics.
- Materials include books, articles, magazines, and other forms of written text that interest the learner.

2. Appropriate Level of Difficulty:

- Texts chosen for extensive reading should be at or slightly below the learner's current reading level to ensure that reading is a smooth and enjoyable process.
- The goal is to understand the text without frequently stopping to look up words or phrases.

3. Focus on Meaning:

- Emphasis is on understanding the overall meaning and enjoying the content rather than focusing on specific language structures or vocabulary.
- Learners should read for comprehension and pleasure, which helps in developing a positive attitude towards reading.

4. Self-Selected Material:

- Learners are often allowed to choose their own reading material based on their interests, which increases motivation and engagement.
- This autonomy helps learners feel more in control of their learning process.

5. Silent Reading:

- Extensive reading is typically done silently to promote fluency and internalization of the language.
- Silent reading helps learners develop their ability to process language more quickly and naturally.

b) Benefits of Extensive Reading

1. Vocabulary Growth:

- Extensive reading exposes learners to a wide range of vocabulary in different contexts, which aids in natural vocabulary acquisition.
- Words are encountered repeatedly in various contexts, leading to better retention and understanding.

2. Improved Reading Fluency:

- Regular practice through extensive reading improves reading speed and comprehension skills.
- Learners develop the ability to read more quickly and with greater ease over time.

3. Enhanced General Language Proficiency:

- Extensive reading provides comprehensive exposure to the target language, helping learners understand grammar, syntax, and idiomatic expressions in context.
- This holistic exposure leads to improvements in speaking, writing, listening, and overall language use.

4. Increased Motivation and Positive Attitudes:

- Reading material that learners find interesting and enjoyable fosters a positive attitude towards reading and language learning.
- The sense of accomplishment from finishing longer texts can boost learners' confidence and motivation.

5. Cultural Awareness:

- Reading a variety of texts exposes learners to different cultures and perspectives, broadening their understanding and appreciation of other societies.

c) Implementing Extensive Reading in the Classroom

1. Create a Diverse Classroom Library:
 - Provide a wide range of reading materials that cater to different interests and proficiency levels.
 - Include books, magazines, newspapers, and online articles.
2. Set Aside Regular Reading Time:
 - Dedicate time in the classroom schedule for silent reading sessions.
 - Encourage learners to read at home as well.
3. Encourage Learner Autonomy:
 - Allow students to choose their own reading materials.
 - Support them in selecting texts that match their interests and reading levels.
4. Track Progress:
 - Use reading logs or journals for students to record their reading activities and reflect on their experiences.
 - Conduct informal discussions or book clubs to share insights and recommendations.
5. Provide Support and Guidance:
 - Offer assistance in selecting appropriate reading materials and provide strategies for dealing with difficult texts.
 - Encourage learners to discuss any challenges they face and offer solutions.

d) Example of Extensive Reading Program

1. Classroom Setup:
 - a. Reading Corner: Create a comfortable reading corner with a variety of books, magazines, and other reading materials.
 - b. Reading Logs: Provide students with reading logs to track the titles they have read, the number of pages, and their personal reflections.
 - c. Reading Time: Allocate 20-30 minutes of classroom time twice a week for silent reading. Encourage students to read at least one book per month outside of class.

2. Activities:

- a. Book Reports: Have students write brief book reports or summaries to share with the class, highlighting what they enjoyed about the book.
- b. Reading Circles: Organize reading circles where students can discuss books they have read in small groups.
- c. Library Visits: Arrange regular visits to the school or local library to expose students to a wider range of reading materials.

CHAPTER II

READING COMPREHENSION

Objectives of The Study:

The students be able to understand the definition of reading Comprehension.

The students be able to understand the Reading Comprehension Strategy.

The students be able to understand the Reading Comprehension's difficulties.

A. The definition of reading Comprehension

In terms of reading, psycholinguists proposed a very distinct thinking model. According to them, a modern psycholinguistic view of reading is based on ideas obtained from contemporary linguistics and cognitive psychology. From this view, reading is regarded as a complicated information-processing skill in which the reader is supposed to be an active planner, individual decision-making coordinating a number of skills and strategies to boost understanding.

Reading comprehension requires readers to interpret the mental image from the given text through the interaction between both conceptual knowledge (e.g., vocabulary knowledge, metalinguistic knowledge) and procedural knowledge (e.g., reading strategy) and reading the text (Sun et al., 2021). Reading comprehension is a flexible and ongoing cognitive and constructive process (Woolley, 2011). By nature reading comprehension difficulties are complex and reader difficulties may be related to a combination of factors such as: biological, cognitive, or behavioural issues. In other words, reading comprehension is the capability to understand or grasp the ideal of one passage. It refers to reading which comprehends, thus it comprehends the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

B. Reading Comprehension Strategy

(Küçüköğlu, 2013) have found that teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students.

Reading strategies are techniques or approaches those readers use to comprehend and engage with texts effectively. These strategies help readers actively process information, make sense of content, and improve understanding.

There are some common reading strategies:

1. **Speed Reading:** A Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words. Most people read at an average rate of 250 words per minute (wpm), though some are naturally quicker than others. But, the ability to speed read could mean that you double this rate. (Megawati & Ratini, 2022)
2. **Scanning:** Scanning is a reading skill that allows the reader to locate specific information quickly. With scanning you already know before you begin what sort of information you are searching for. The purpose of scanning is to get specific information. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. Scanning can help the students learn to read and understand faster.(Banditvilai, 2020)
3. **Previewing:** Before reading, quickly scanning the text to get an overview of its structure, headings, subheadings, and any visuals (like charts or diagrams). This helps set expectations and provides context.
4. **Predicting:** Using background knowledge and clues from the text to anticipate what might happen next or what the text might be about. Predictions can be adjusted and refined as reading progresses.
5. **Activating Prior Knowledge:** Connecting new information with what you already know, helping to build understanding and make meaningful connections.

6. Questioning: Asking questions before, during, and after reading to guide comprehension and deepen understanding. Questions can focus on main ideas, details, author's purpose, etc.
7. Visualizing: Creating mental images or "mind movies" based on the text descriptions, which enhances comprehension and engagement.
8. Monitoring Comprehension: Being aware of whether you understand what you are reading. If comprehension breaks down, using strategies like rereading, summarizing, or asking questions to clarify.
9. Summarizing: Condensing the main ideas and key details of a passage in your own words. Summarizing helps to solidify understanding and remember important information.
10. Making Inferences: Drawing logical conclusions based on evidence from the text and your own reasoning. Inferences fill in gaps and deepen understanding beyond what is explicitly stated.
11. Synthesizing: Combining new information with existing knowledge or other sources to gain a deeper understanding or develop new insights.
12. Annotating: Marking or highlighting key ideas, making notes in the margins, or using sticky notes to record thoughts and reactions. Annotation aids in active engagement and later review.

These strategies can be used flexibly depending on the purpose of reading (e.g., studying for a test, reading for pleasure, conducting research), the complexity of the text, and individual preferences. Effective readers often employ a combination of strategies to enhance comprehension and engagement with texts.

C. Reading Comprehension Level

Reading comprehension involves understanding and interpreting written texts. There are various levels of reading comprehension, which range from basic recognition and recall to more complex analysis and evaluation. This following figure describe the level of reading comprehension;

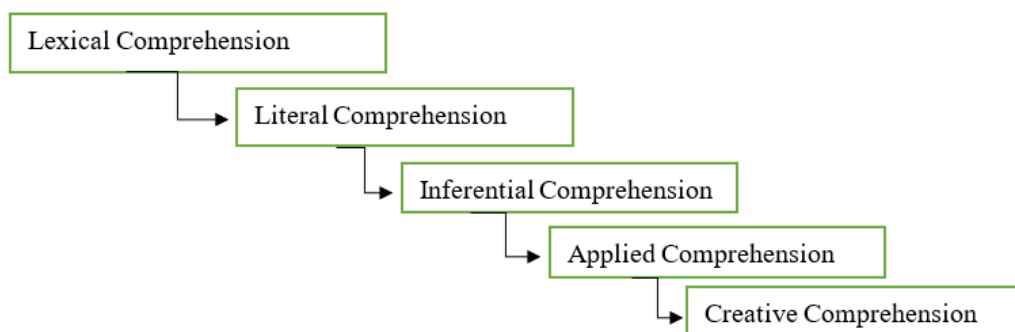


Figure 1. Reading Comprehension Level (Saadatnia et al., 2017)

a. Lexical Comprehension

Lexical comprehension refers to the understanding of individual words and their meanings within a text. It is a foundational aspect of reading comprehension, as knowing the meanings of words is essential for understanding sentences, paragraphs, and the overall text.

(Gough & Tunmer, 1986) in their "*simple view of reading*," they propose that reading comprehension is a product of decoding and linguistic comprehension, where lexical comprehension plays a critical role in linguistic comprehension by enabling readers to understand and make sense of the words they decode.

b. Literal Comprehension

This is the most basic level of comprehension. It involves understanding the explicit or direct meaning of the text.

- Skills at this level: Identifying facts, details, main ideas, and sequence of events.
- Example Questions: What happened first in the story? Who are the main characters?

c. Inferential Comprehension

This level involves reading between the lines to understand implied meanings.

Skills at this level: Making inferences, predicting outcomes, and interpreting figurative language.

Example Questions: Why did the character act in a certain way?
What can you infer from the character's actions?

d. Applied Comprehension

This involves applying the information and insights gained from the text to new situations or contexts.

Skills at this level: Applying concepts learned to real-world scenarios, synthesizing information from multiple sources, and problem-solving.

Example Questions: How can you use the information in this text in your daily life? Can you relate the story to a similar real-life situation?

e. Creative Comprehension

This highest level of comprehension involves using the text as a basis for new ideas or creating original content.

Skills at this level: Creating new endings, writing a sequel, or generating new ideas based on the text.

Example Questions: How would you rewrite the ending of the story? What new story can you create based on the themes of this text?

D. The Example of Reading Comprehension text.

Text 1.

The Impact of Artificial Intelligence on Modern Business

In today's rapidly evolving technological landscape, artificial intelligence (AI) stands out as a transformative force reshaping various aspects of business operations. AI refers to the simulation of human intelligence processes by machines, particularly computer systems. Its applications range from automated customer service chatbots to complex data analysis algorithms.

One significant impact of AI in business is its ability to streamline operations and improve efficiency. For instance, AI-powered systems can analyse large volumes of data in real-time, providing businesses with valuable insights for decision-making. This capability not only enhances operational efficiency but also enables businesses to anticipate market trends and customer preferences more accurately.

Moreover, AI is revolutionizing customer interactions. Chatbots equipped with natural language processing (NLP) can engage with customers in real-time, answering queries and providing personalized recommendations. This not only improves customer satisfaction by offering prompt responses but also reduces operational costs for businesses by automating routine tasks.

In the realm of cybersecurity, AI plays a crucial role in identifying and mitigating potential threats. AI algorithms can detect anomalies in network traffic patterns and behaviour, enabling proactive measures against cyberattacks. This capability is essential in safeguarding sensitive business data and maintaining trust with customers.

Furthermore, AI is driving innovation in product development and customization. Machine learning algorithms can be analysed consumer behaviour patterns to suggest personalized products or services. This level of customization enhances customer experience and strengthens brand loyalty in a competitive market environment.

Despite its numerous benefits, AI adoption in business also poses challenges. Issues such as data privacy concerns, ethical implications of AI decision-making, and the potential for job displacement due to automation require careful consideration and regulation.

In conclusion, artificial intelligence is transforming modern business operations by enhancing efficiency, improving customer interactions, bolstering cybersecurity measures, and driving innovation. As businesses continue to integrate AI technologies into their operations, understanding its capabilities and challenges will be crucial for navigating the evolving digital landscape effectively.

Reading Comprehension Practice!

In this section, you will read several passages. Each one is followed by several questions about it. You are to choose the best answer (A), (B), (C), or (D) to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to importance of precise timekeeping. Far as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbour as to the time day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic; the massive daily transfer of good, service and information would proceed in fits and start; the very fabric of modern society would begin unravel.

Example 1.

What is the main idea of the passage?

- a) In modern society we must make more time for our neighbours.
- b) The traditions of society are timeless.
- c) An accepted way of measuring time is essential for the smooth functioning of society.
- d) Society judges' people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

Example 2.

In line 5, the phrase “this tradition” refers to ...

- a) The practice of starting the business day at dawn.
- b) Friendly relations between neighbours.
- c) The railroad’s reliance on time schedules.
- d) People’s agreement on the measurement of time.

the phrase “this tradition” refers to the preceding clause, people have been in rough agreement with their neighbours as to the time of day. Therefore, you should choose (D).

CHAPTER III

TEXT

Objectives of The Study:

The students be able to comprehend the definition of text.

The students be able to understand the part of the text, include cohesion and coherence.

A. Definition of Text

"Text" generally refers to any form of written or spoken language that communicates a message or conveys information.

- a. General Definition: In a general sense, "text" refers to any written or spoken material. It can encompass written words, sentences, paragraphs, or entire documents.
- b. Linguistic Context: In linguistics, "text" specifically refers to a unit of language in written or spoken form. It can be a single word, a sentence, a passage, or a complete written work.
- c. Digital Context: In the context of digital communication, "text" often refers to messages or content composed of alphanumeric characters, typically sent or displayed electronically.
- d. Literary Context: In literature, "text" refers to any written work, ranging from novels, poems, essays, plays, etc.

B. The Part of The Text

1. Cohesion

Cohesion is the meaning relation that appears within the text in order to build connection among the different parts of the text. Understanding the cohesion can bring the students to get good comprehension in reading (Septiyana & Aminatun, 2021). Cohesion refers to the grammatical and lexical relationships within a text that create unity and coherence. It's about how different parts of a text are connected logically and semantically to form a cohesive whole. Cohesion ensures that a text flows smoothly and that the relationships between ideas are clear to the reader.