

## REFERENCES

# UNDERSTANDING AND TEACHING READING COMPREHENSION

## A handbook



Jane Oakhill, Kate Cain and Carsten Elbro



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More precisely, reading ability depends on the product of the two components:  $\text{Reading} = \text{Word Reading} \times \text{Language Comprehension}$  ( $R = WR \times LC$ ), not just on the sum of the two. This means that if one of the components (either word reading or language comprehension) is zero, overall reading ability will be zero. Thus, if a child cannot read any words or if a child does not have any language comprehension skills, s/he cannot read.



## Users of the world, unite! The challenges and opportunities of Social Media

Andreas M. Kaplan\*, Michael Haenlein

*ESCP Europe, 79 Avenue de la République, F-75011 Paris, France*

This article discusses the challenges and opportunities that emerge from this evolution for firms, and provides structure to better understand the rapidly evolving field of Social Media. We begin by providing a definition and classification of Social Media by looking at their historical roots, technical specificities, and differences from other entities such as Web 2.0 and User Generated Content. We then focus on six types of Social Media—collaborative projects, blogs,

content communities, social networking sites, virtual game worlds, and virtual social worlds—and present ways in which companies can efficiently make use of these applications. Based on this analysis, we then derive a set of 10 recommendations companies should follow when thinking about developing their own Social Media strategy, be it with respect to these aforementioned types or other applications which might emerge in the future.



## Perception Theories

Andrej Démuth  
Edícia kognitívne štúdiá  
fftu

The publication of this book is part of the project *Innovative Forms of Education in Transforming University Education* (code 26110230028)—preparation of a study program Cognitive Studies, which was supported by the European Union via its European Social Fund and by the Slovak Ministry of Education within the Operating Program Education. The text was prepared in the Centre of Cognitive Studies at the Department of Philosophy, Faculty of Philosophy in Trnava.

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The characteristic feature of bottom-up theories of perception is the fact that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input, in their view, represents the cornerstone of cognition and by its own nature it determines further sensory data processing. For example, when perceiving a tree, our sensors collect the basic data (such as points, horizontal or vertical lines) as the main individual characteristics of the object which are later connected to build more complex, assembled surfaces and shapes in order to create complex perception of the object we identify as a tree. Therefore we call this data-driven processing perception. With respect to the emphasis these theories put on the nature of sensory input, it is no surprise that most of them significantly correlate with philosophical realism, which suggests that our percepts are directly induced by external objects and more or less correspond to them. A typical prototype of such direct realism is Gibson's theory of direct perception.

The most significant shortcoming of the herein presented theory is the concept of affordance. The statement that a visual field can offer us a sufficient amount of information about the usage of objects independent of our previous experience is very problematic. If it is so, why can't we see most of the meanings before someone teaches us to do so? Another serious question is — where does the originality and genius of a certain view come from, if our cognitive apparatus is more or less identical and we all have all the significant information in our field of vision? And if our sensory apparatus is developed ecologically and our perception is being led by stimulus, why is this resonance (in the sense of forgetting about other forms of evaluation) necessary and why isn't such a huge amount of information utilized?

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Besides, Putri (2019) says that wappad is an online venue which is supposed for users who like to write various forms of writing such as, articles, short stories, serialized stories or poetry. Launched in 2006, Wappad which was founded on the collaboration of Allan Lau and Ivan Yuen is based in Toronto, Canada. In its development slowly but surely Wappad began to spread to several countries including America, Britain, Australia, the Philippines, Russia, Libya, Jamaica, United Arab Emirates and of course Indonesia and several other countries around the world.



**THE USE OF *THREE PHASES TECHNIQUE*  
TO IMPROVE STUDENTS' PARTICIPATION  
AND READING COMPREHENSION IN NARRATIVE TEXT**

**Ana Setyaningsih**✉

Department of English, Faculty Language and Arts, Semarang State University, Indonesia

**Reading Comprehension**

Reading comprehension is the process of understanding and constructing meaning from a piece of text. According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Other than that, Harris and Sipay (1980:179) say that reading comprehension ability is learned to be a set of generalized knowledge acquisition skills which permits people to acquire and exhibit information gained as a consequence of reading printed language. Reading comprehension is the ability to gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information.

# **USING REFUND STRATEGY TO IMPROVE READING SKILL OF THE TENTH GRADERS OF SMA N 5 MAGELANG IN THE SCHOOL YEAR 2017/2018**

**USING REFUND STRATEGY TO IMPROVE READING SKILL OF THE TENTH GRADERS OF SMA N 5 MAGELANG IN THE SCHOOL YEAR 2017/2018**

**A PAPER**

Presented as Partial Fulfillment of the Requirement for the Final Test of the Seminar On LT Class

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**By:**

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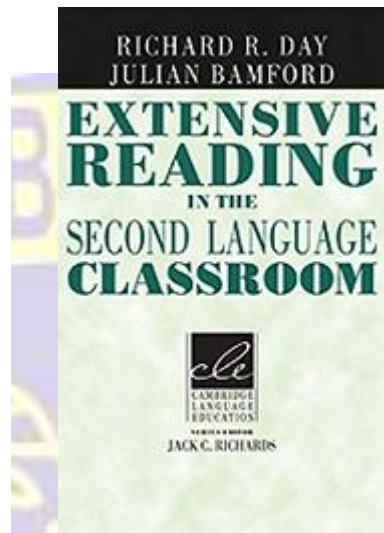
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According David Nunan (1989:33) "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. Nunan (1989:33) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

BY  
ELMI RATNA SWARI  
NIM 15120016




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IKIP PGRI BOJONEGORO  
2019



According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

According to Grellet (2004: 7) reading is a constant process of guessing, and what brings to the next is often more important than what one finds in it. According to smith (2000) reading is like





**Focus Group Reactions to Three  
Definitions of Reading (As Originally  
Developed in Support of NARAP  
Goal 1)**



## **Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)**

*Prepared by:*

Frederick Cline • Christopher Johnstone • Teresa King

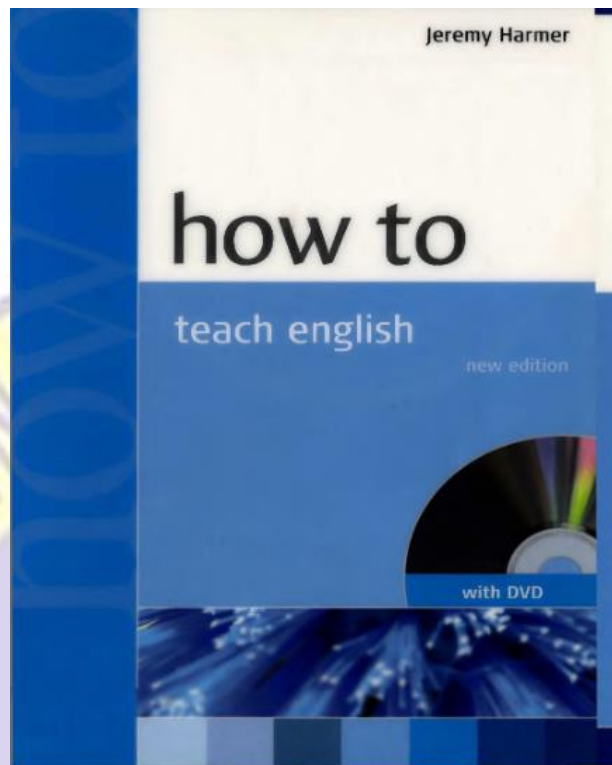
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Available on the World Wide Web at [www.narap.info](http://www.narap.info).

Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.



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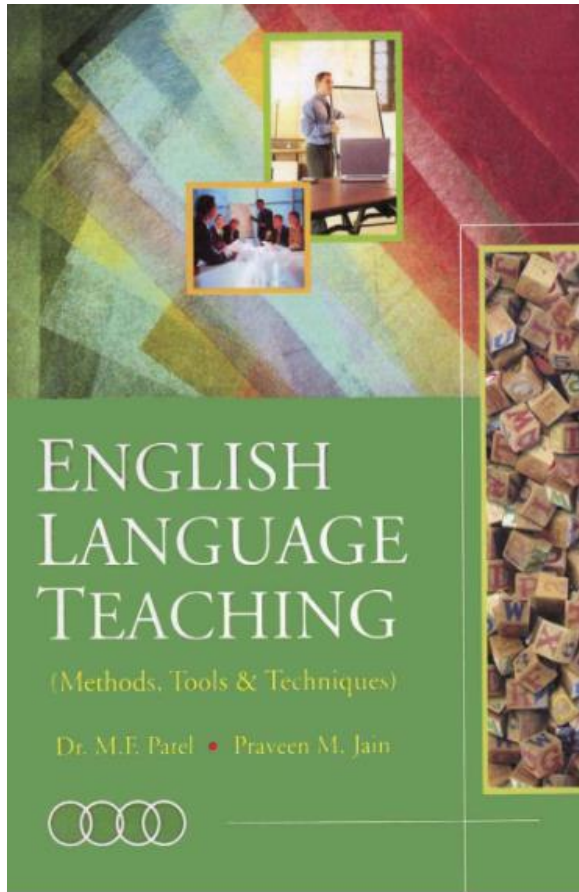
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Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.



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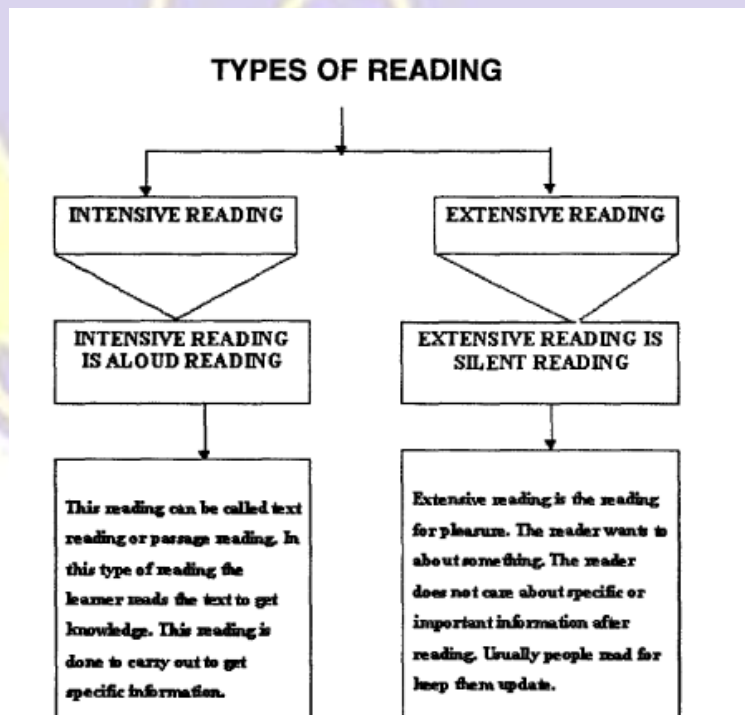
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# Teaching English as a Foreign Language

**GEOFFREY BROUGHTON,  
CHRISTOPHER BRUMFIT,  
ROGER FLAVELL,  
PETER HILL AND  
ANITA PINCAS**

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Reading may also mean 'silent reading' and this is the interpretation which is most likely for the term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in the world is silent. A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim—particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written—this may involve textual study in the literary sense or it may involve the kind of language study that a foreigner may need to do. The depth and detail of understanding, of comprehension, increases as we go through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using reading. It is common for the third, fourth and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant—as is the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skills involved but with the effects which the employment of those skills produce, that is to say a familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which

The remaining two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension of very short texts. Intensive reading is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

Closely related to degree of understanding is reading speed. Obviously the rate at which material may be covered becomes slower as depth and detail of understanding increase, but there are a number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

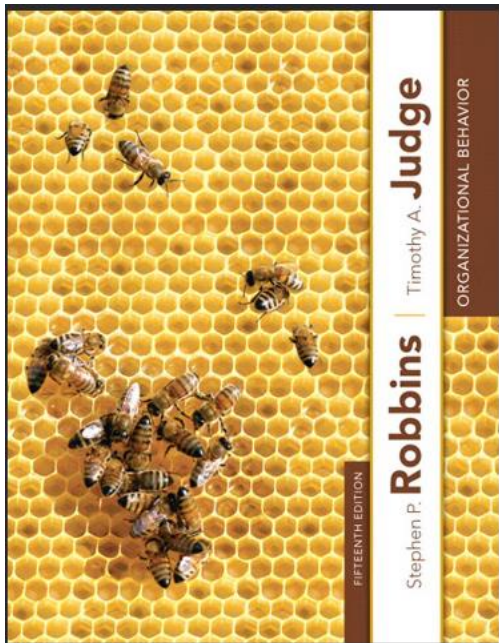
**THE USE OF WATTPAD STRATEGY TO IMPROVE  
STUDENT'S READING SKILLS AT SMAN 3 LUWU UTARA**

A Thesis

*Submitted as a part of the requirements for S,Pd Degree in English Language  
Study Program*



Wattpad is a website and smartphone application service from Toronto, Canada, allowing users to read or submit works in articles, short stories, novels, poems, or the like. Wattpad was founded in 2006 by Canadian engineers and contributors Allen Lau and Ivan Yuen as an online community of writers and readers, a platform for aspiring and experienced writers that allows them to publish their work, get feedback, and network with others. Readers” (Fett, 2016: 4). Therefore, Wattpad is based on user-generated content and is also known as “Youtube for stories (without video)” (Bold, 2016: 4). in addition, it combines all the offers of social networks and the publishing platform.



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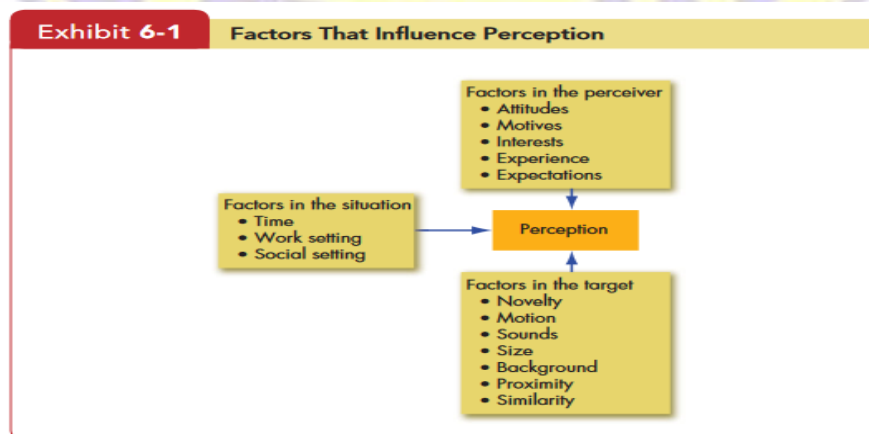
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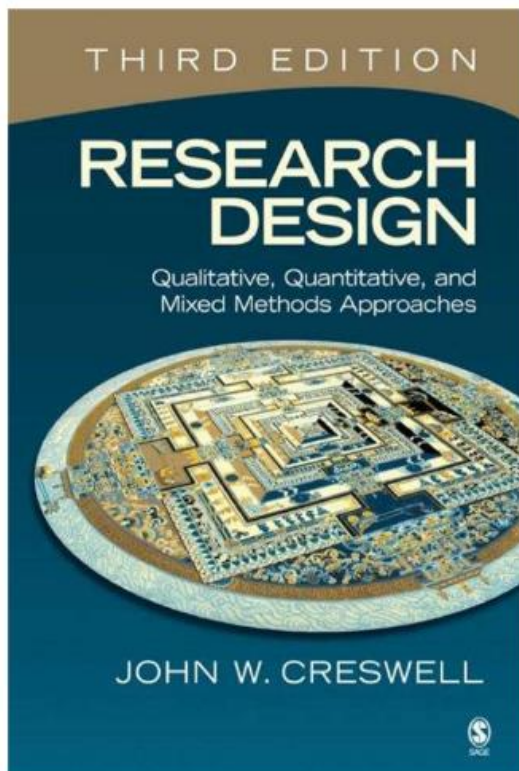
**Perception** is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality. For example, all employees in a firm may view it as a great place to work—favorable working conditions, interesting job assignments, good pay, excellent benefits, understanding and responsible management—but, as most of us know, it's very unusual to find such agreement.

Why is perception important in the study of OB? Simply because people's behavior is based on their perception of what reality is, not on reality itself. *The world as it is perceived is the world that is behaviorally important.*

## Factors That Influence Perception

How do we explain the fact that individuals may look at the same thing yet perceive it differently? A number of factors operate to shape and sometimes distort perception. These factors can reside in the *perceiver*, in the object, or *target*, being perceived; or in the context of the *situation* in which the perception is made (see Exhibit 6-1).





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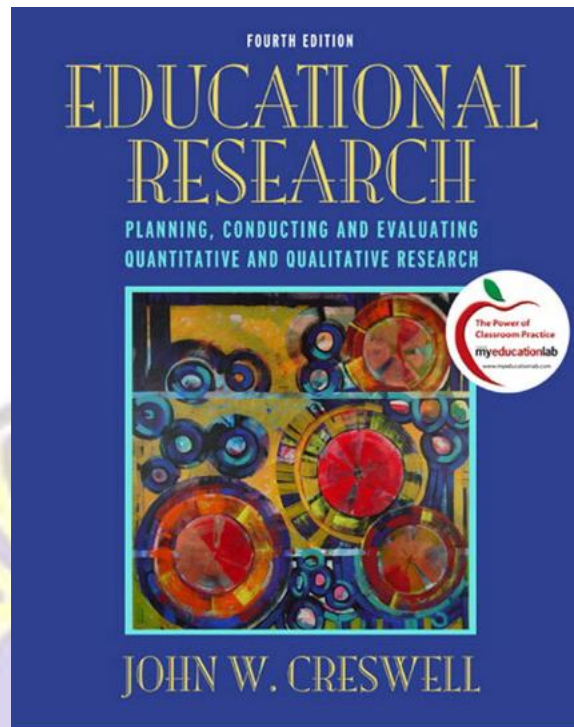
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### **Chapter 9. Qualitative Procedures**

Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative procedures. This chapter advances steps in designing qualitative procedures into a research proposal, and it also includes a checklist for making sure that you cover all important procedures. Ample illustrations provide examples from phenomenology, grounded theory, ethnography, case studies, and narrative research.

- It is an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study. I say that qualitative data analysis is conducted concurrently with gathering data, making interpretations, and writing reports. While interviews are going on, for example, the researcher may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report, and organizing the structure of the final report.



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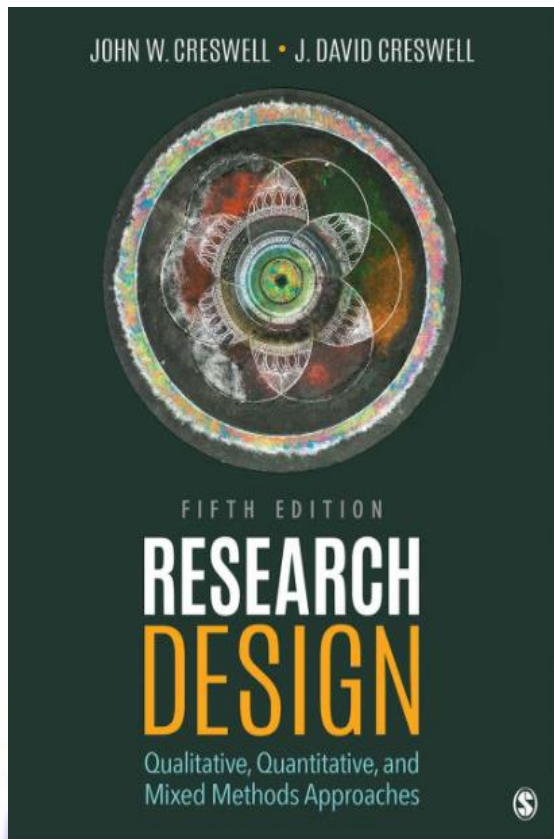
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- *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of a situation.





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*Respect potential power imbalances.* Interviewing in qualitative research is increasingly being seen as a moral inquiry (Kvale, 2007). It could equally be seen as such for quantitative and mixed methods research. As such, interviewers need to consider how the interview will improve the human situation (as well as enhance scientific knowledge), how a sensitive interview interaction may be stressful for the participants, whether participants have a say in how their statements are interpreted, how critically the interviewees might be questioned, and what the consequences of the interview for the interviewees and the groups to which they belong might be. Interviews (and observations) should begin from the premise that a power imbalance exists between the data collector and the participants.

- *Interview protocol.* Plan to develop and use an **interview protocol** for asking questions and recording answers during a qualitative interview. Researchers record information from interviews by making handwritten notes, by audiotaping, or by videotaping. Even if an interview is taped, we recommend that researchers take notes in the event that recording equipment fails. If audiotaping is used, researchers need to plan in advance for the transcription of the tape.

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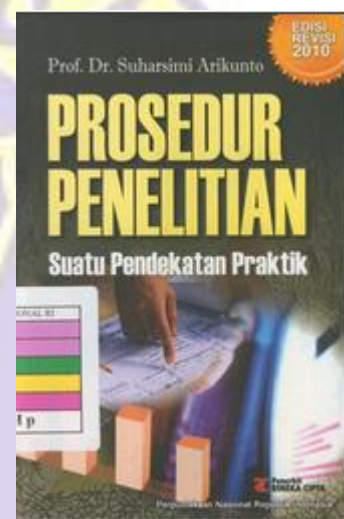
Strauss dan Corbin (edisi terjemahan 2009: 4) memaknai penelitian kualitatif sebagai "jenis penelitian yang temuan-temuannya tidak diperoleh melalui prosedur statistik atau bentuk hitungan lainnya". Penelitian kualitatif kekuatannya bukan pada data dan analisis statistik, tapi pada deskripsi. Kemampuan penelitian untuk menjelaskan fenomena untuk menangkap makna secara mendalam.

**STUDENTS' PERCEPTION ON E-LEARNING TOWARD  
READING COMPREHENSION IN SMP IT BUNAYYA  
PEKANBARU**

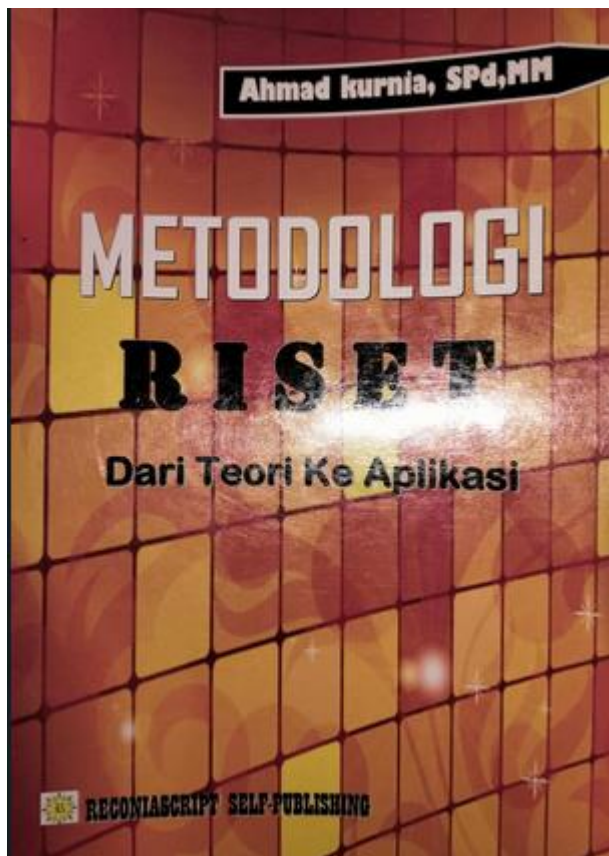
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According Arikunto (2013:194) questionnaire are a number of written questions that are used to obtain information from respondents in the sense of report about their personality or things knows. The data achieve through questionnaire and it analyze by describing how the students' perspective about using e-learning. To find out the e-learning in reading comprehension, 18 indicators used based on the indicator of e-learning theory. The researcher will describe each student's answers.

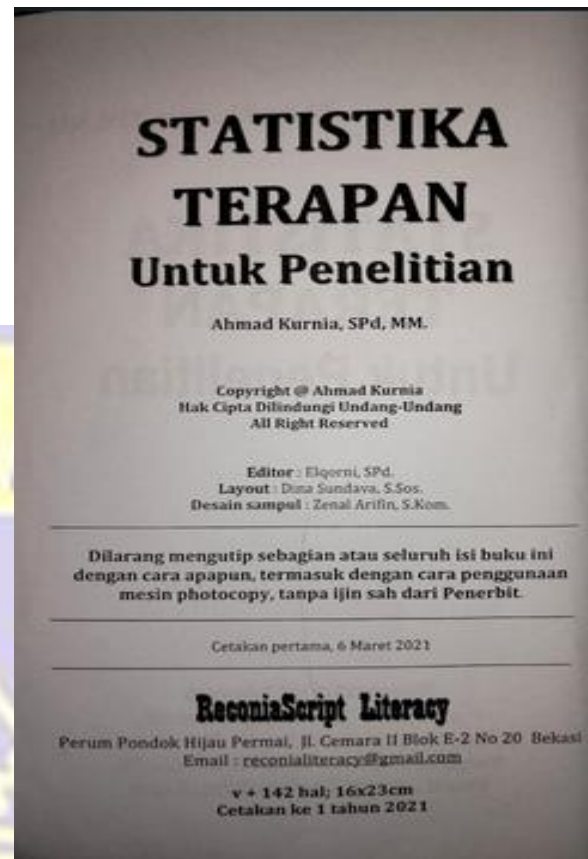


Sedangkan menurut Roscoe (1975) dalam Uma Sekaran (1992) memberikan pedoman penentuan jumlah sampel sebagai berikut :

1. Sebaiknya ukuran sampel di antara 30 s/d 500 elemen
2. Jika sampel dipecah lagi ke dalam subsampel (laki/perempuan, SD, SLTP/SMU, dsb), jumlah minimum subsampel harus 30
3. Pada penelitian multivariate (termasuk analisis regresi multivariate) ukuran sampel harus beberapa kali lebih besar (10 kali) dari jumlah variable yang akan dianalisis.
4. Untuk penelitian eksperimen yang sederhana, dengan pengendalian yang ketat, ukuran sampel bisa antara 10 s/d 20 elemen.

### 3. Wawancara

Wawancara telah diakui sebagai teknik pengumpulan data atau informasi yang penting dan banyak dilakukan dalam pengembangan sistem informasi. Wawancara adalah suatu percakapan langsung dengan tujuan-tujuan tertentu dengan menggunakan format tanya jawab yang terencana. Wawancara memungkinkan analisis sistem mendengar tujuan-tujuan, perasaan, pendapat dan prosedur-prosedur informal dalam wawancara dengan para pembuat keputusan organisasional.



Ada pula yang menuliskan, Gay dan Diehl, 1992 mengungkapkan ketentuan jumlah sampel untuk beberapa jenis penelitian antara lain :

untuk penelitian deskriptif, sampelnya 10% dari populasi, penelitian korelasional, paling sedikit 30 elemen populasi, penelitian perbandingan kausal, 30 elemen per kelompok, dan untuk penelitian eksperimen 15 elemen per kelompok.

