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BASIC READING FOR EFL UNIVERSITY STUDENTS

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Padangsidimpuan Press



**BASIC
READING
FOR EFL
UNIVERSITY
STUDENTS**

REPOSITORY

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READING
FOR EFL
UNIVERSITY
STUDENTS**

Dr. Eka Sustri Harida, M.Pd.

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Preface

Alhamdulillah, the highest gratitude is given to Allah SWT for blessing, love, opportunity, health, and mercy to complete this book. The greatest salutation sends to Muhammad Rasulullah saw for guidance to help the people live a better life in the world.

This book is written based on the assistance funds from Bantuan Operasional Perguruan Tinggi Negeri (BOPTN) 2021 of Institute of Research and Community Services (LPPM) of IAIN Padangsidempuan from Litapdimas application. Great thanks to the Rector, the Vices, and the leader of LPPM IAIN Padangsidempuan for giving this book chance to be published with the funds. A great thanks was also given to Prof. Dr. Martin Kustati, M.Pd., Welhendry, Ph.D., and Dr. Ismail Fahmi Arrauf (the national reviewers of litapdimas) for the valuable critics, suggestions, inputs, and direction to make this book complete.

Thanks to my lovely family, friends, and students (especially Arini and Faiz) that have given contributions, helped, and motivated me so this book can finish at the time given. Thanks, are also given to the Chief of LPPM, and the staff for the help, and especially for my students, my staff, and my colleague, Ardi Oktapian, who has always helped and supported in finishing it.

This book will be used for university students in learning basic reading. This book consists of several chapters containing general concepts of reading, basic rules for reading, understanding sentences, phrases, paragraphs, and others. The content of the book is also



completed with examples related to *religious moderation*. This book hopefully can be used by the lecturers in teaching reading at the basic level not only in the English Department IAIN Padangsidempuan but also for other departments or even in other universities.

This writing is not perfect, so critics, suggestions, and corrections are needed. Constructive criticism, input, and suggestions will be very valuable for the publication of the next edition.

Medan, December 2021

Dr. Eka Sustris Harida, M.Pd.

Forewords

Prof. Dr. Martin Kustati, M.Pd.
(Rektor UIN Imam Bonjol)

Thanks to Allah swt who has given the author time to finish writing this book. The highest appreciation to the author for her great enthusiasm and struggle in completing to write this book in between her busyness in completing the final project to finish her doctoral degree.

This book is a guidance book for the students in learning basic reading for university students. This book is believed can be useful not only for the lecturers and students at Islamic universities but also for other public universities, because the contents in this book also contain general material. Therefore, it is believed that this book will be useful for all students and teachers in providing basic materials that support reading skills.

This book was written based on the direction, input, and suggestions for improvement from the *Litapdimas* research reviewers so that the contents of the book are in accordance with the expectations of providing teaching materials for students in basic reading. I believe that the author has been tried her best to finish this book. However, valuable improvements for revisions of her book are still needed. Therefore, constructive criticism and suggestions are still needed for the good content and appearance of this book. So that, she can provide a more perfect improvement for this basic reading book.



Forewords

Prof. Dr. Ibrahim Siregar, MCL.
(Rektor IAIN Padangsidempuan)

We give a great salutation for the author who has finished to write the book in her business time to finish the project in her doctoral program. This book will be useful for teaching the students about the basic materials in reading. We hope that this book can be useful not only for the students at IAIN Padangsidempuan, but also for all students in need.

This book has been developed by suggestion given by the national reviewers in the funds of BPTN 2021 in IAIN Padangsidempuan. So, it is believed that this book has fulfilled the scientific rules of writing the guidance book for the students to learn. It is hoped that the students and lecturers can use this book as the guidance of teaching in related subject.

We are waiting for another writings coming from the author to show the existence of the author as a lecturer who has an obligation to develop her knowledge and to write. Work tirelessly to show dedication and identity as a lecturer. With the works, hopefully it will be a strength for supporting the development of IAIN Padangsidempuan.

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Content

PREFACE	v
FOREWORDS (Rektor UIN Imam Bonjol)	vii
FOREWORDS (Rektor IAIN Padangsidempuan)	ix
CONTENT	xi
Chapter 1. THE GENERAL CONCEPTS OF READING	
A. The Nature of Reading.....	3
B. Reading Comprehension.....	5
C. The Purposes of Reading	6
D. Exercises	7
Chapter 2. UNDERSTANDING PUNCTUATION	
A. Punctuation Clues.....	11
B. Kinds of Punctuation	11
C. Exercise	19
Chapter 3. UNDERSTANDING GRAMMATICAL CLUES	
A. Context Clues/Grammatical Clues	25
B. References	28
C. Exercises	29

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Chapter 4. UNDERSTANDING TRANSITIONAL SIGNALS

- A. The Nature of Transitional Expressions..... 33
- B. Kinds of Transitional Expressions..... 33
- C. Exercises 36

Chapter 5. UNDERSTANDING SENTENCES

- A. Introduction 41
- B. The Nature of Sentence 41
- C. Sentence Elements 41
- D. Kinds of Sentence..... 42
- E. Exercises 47

Chapter 6. SENTENCE ANALYSIS

- A. Sentence Analysis 53
- B. Identifying Core Parts 57
- C. Exercises 59

Chapter 7. PHRASE READING

- A. The Nature of Phrase 65
- B. Kinds of Phrases..... 65
- C. Reading Phrases 69
- D. Exercises 69

Chapter 8. READING STRATEGIES

- A. The Nature of Reading Strategies 75
- B. Kinds of Reading Strategies 76
- C. Skimming and Scanning..... 77
- D. The Importance of Reading Strategies 80
- E. The Speed of Reading..... 80
- F. Exercises 81

Chapter 9. READING PHASES

- A. Reading Phases 87
- B. Reading Strategies in Each Phase 88
- C. Exercises 89

Chapter 10. UNDERSTANDING THE BASIC CONCEPTS OF PARAGRAPH

- A. The Nature of Paragraph..... 95
- B. Topic and Main Ideas..... 95
- C. Supporting Sentences..... 98
- D. Concluding Sentence..... 99
- E. Exercises 100

BIBLIOGRAFI 103

BIOGRAPHY..... 107

Chapter 1

THE GENERAL CONCEPTS OF READING



Learning Objectives

Knowledge:

The students are able to understand the concepts of reading, reading comprehension, and the purposes of reading.

Skill:

The students are able to explain the concepts of reading, reading comprehension, and the purposes of reading.

Attitudes:

Students have disciplines, high spirit, good morals, and performance.

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A. The Nature of Reading

Reading is a receptive skill; it is transactional between a reader and a writer. A writer can communicate with a reader throughout a text. Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.

Reading is the process of cognition, interpretation, and perception of written or printed material. Reading is a receptive language process; it is a psycholinguistics process in which the readers reconstruct the meaning. It happens in human minds; people receive the text and then process it with their minds. In the processing in their minds, they make their interpretations of the text they read.

In reading, an individual constructs meaning through a transaction with written text. It involves the readers' acting on interpreting the text, and the readers' experiences, language background, and cultural framework influence interpretation. Related to this, says that reading is transactional between the reader and the text in a specific context that results in the creation of a new text in the mind of the reader (Richards & Rodgers, 2001). The goal of reading is not inferring the intended message of the author but rather creating a message that is useful to the reader. The readers read the texts and do the new interpretation based on their knowledge; they try to make new text but not far from the original text based on their interpretation and their understanding.

Furthermore, Celce-Murcia (2001) defines reading as an interactive and socio-cognitive process, involving a text, a reader, and social context in which the activity of reading takes place. People do not read with an empty mind, they have already had any opinions or schemes of it in their mind. Thus, reading is stated as an interactive process, because in reading the readers communicate with the written or printed text. By reading the reader may know the ideas of the writer.

Then, He Ji Seng (2020) states that reading is a process of communication from the writer to the reader by understanding the written or printed materials. The process in reading happens when

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the readers try to communicate with the writers through their writing, they try to understand the text well.

In addition, reading is known as a language process. (Broughton, Brumfit, Pincas, & Wilde, 1993; Taylor, 1988). It is also a social and cognitive process. They also state that reading is an interactive process in which the reader, the text, and the context within which we read come together to determine the nature quality of our comprehension.

Moreover, Zadina, et. al. (2014) state that reading can be defined as:

Learning, intentional (for a purpose), an active process (processes), a task that requires focus and concentration, contextual (authors use clues to help readers understand information), two-way communication between an author and the reader, two-way communication using written language or symbols, a medium or a way for authors to share information, understanding, and interpreting, thinking and reflecting, and making connections to previous experiences and learning.

To get a better sense of the complexity of reading, read what some experts in the field have said about the reading process:

- a. What do we read? The message is not something given in advance--or given at all-- but something created by interaction between writers and readers as participants in a particular communicative situation.
- b. Reading is asking questions of printed text. And reading with comprehension becomes a matter of getting your questions answered.

In reading, there are the messages that the readers want to get. It got by interaction with the text written. The readers also try to answer some questions in their minds related to the text. It is impossible to read without getting the meaning, eventually, it is academic reading.

Why do you read? There will be reasons for reading. Besides getting information, it can be for enjoyable activities. The purposes of reading can be to learn overall concepts such as background information to help you understand the next topic; to learn detailed information; to learn how to do a procedure, or to evaluate the author's perspective or compare it with another author's point of view. Whatever your purpose for reading, it will be needed for you to get information, and it will need reading strategies to find the information from its purpose.

From the explanation above, it can be concluded that reading is an interactive process between the readers and the writers through their writing that happened when the readers try to understand and reconstruct meanings from the written or printed texts. So, reading is an interactive process that happens in human minds to reconstruct the meaning or to get the information for what they have read.

B. Reading Comprehension



point of view and to quote all of which may be needed for writing their essays, etc. (Zadina et al., 2014). The purposes can be for taking main ideas, for getting details, for understanding vocabularies, and ideas in the texts (Zaim, 2016).

Based on some quotation above, the purposes of reading can be listed as follows:

- a. For getting or obtaining information,
- b. For learning,
- c. For getting fun,
- d. For integrating information,
- e. For understanding ideas,
- f. For taking main ideas,
- g. For skimming the information,
- h. For understanding vocabularies and ideas,
- i. For getting the detail information,
- j. For criticizing,
- k. For writing,
- l. For getting authors' ideas or views points.

However, in general, the purpose of reading is to get the information from what is being read.

D. Exercises

Answer the questions below:

1. Reading is a process of communication. Why?
2. Why reading stated as interactional process?
3. What does comprehension focus on?
4. Why do you read?
5. What is interpretative comprehension?

C. The Purposes of Reading

Reading has many purposes. Based on Nation (2009:6) reading has some purposes; they are for getting information, for learning, for getting fun, for integrating one information to another information, for criticizing texts, and for writing. In addition, Grabe and Stoller (2013) reading is done for searching simple information, for skimming text quickly, for learning from the reading, for integrating information, for getting general information. Another purpose of reading are to obtain the information (fact, data, etc), to understand ideas or theories, etc, discover authors' viewpoints, to seek evidence for needed for their own



Note

Chapter 2

UNDERSTANDING PUNCTUATION



Learning Objectives

Knowledge:

The students are able to understand the concepts, kinds, and the function of punctuation

Skill:

The students are able to explain, to punctuate, and to identify the punctuation in their reading.

Attitudes:

Students have disciplines, high spirit, good moral and performance.



A. Punctuation Clues

In reading a text, an article, or even a book, the students must know about the clues that involved in the sentences or paragraphs to make them understanding about the text that they read. In this chapter, the clues that want to discuss are about punctuation.

Punctuation is an important aid to understand sentence. It can be a guide or a marker for the location of sentence core parts. Punctuation may also separate the core parts of the sentence from other words and phrases in the sentence (Oshima & Hogue, 2006). It is the traffic light in reading to tell readers when to pause, to stop, and to proceed (K12Reader, 2018). It is to guide the readers to process their reading, and helps the readers to understand the text.

Punctuation is a symbol to create meaning within a sentence or to break it up. It is to separate sentences from one idea to another ideas. It is used as a guidance of the readers to red, whether it is stop, pause, raising, or falling in intonation. By understanding the punctuation, the readers will be easier to get the meaning from the text they read.

B. Kinds of Punctuation

1. The Comma (,)

Comma can be used to separate introductory, beginning or opening parts of the sentence. Comma Sentences often begin with some type of introductory phrase, some background information, and else. So, comma is the clues that include in the sentences for making introductory.

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- b. In North Sumatera, the people with different religious live side by side.
- c. For getting save, the government has banned people from traveling during the era of the spread of Covid-19.
- d. Naturally, I agree with you.
- e. Last December, I went a long vacation.

Comma is also used for separating subordinate clause to main clause. Look at the examples:

- a. After I saw a film, I was so happy.
- b. Although we live with neighbors of different faiths, we live in peace.
- c. If the Covid-19 continues spreading, many aspects will be affected.
- d. When people of different religions in the East have a dispute, people of different religions in North Sumatra continue to live in peace.

learn.

You need to pay attention to the use of comma in compound sentences. Use a comma before a coordinating conjunction in compound sentences only.

- a. Yesterday, we went shopping, but we didn't buy anything.
- b. The stores were crowded, and they were noisy.
- c. We ate lunch, and then we went home.

Do not use a comma to join two words or two phrases in a simple sentence.

- a. Yesterday we went shopping but didn't buy anything.
- b. The stores were crowded and noisy.
- c. We ate lunch and then went home

- a. The book, which I left in my car, is from the library.
- b. The catty, with the brown fur, belongs to me.
- c. Muhammad, Rasulullah, brings the peaceful in the world.
- d. Islam, a religion that brings peace, does not like a split.
- e. Indonesia, a country with many religions, upholds religious freedom for its people.
- f. My sister, Syifa, plans to go to Turki.
- g. Dolphin, as a matter of fact, are very friendly creature.

The comma can also be used after a time order signal that comes before subject at the beginning of a sentence, such as:

- a. Yesterday, I did my homework for three hours.
- b. Last year, we did not do *mudik* because of Covid-19.
- c. Finally, I was too tired to think.
- d. At 8:00, I fell asleep on the sofa.

Then, *soon*, and *now* are usually not followed by comma. Look at the examples:

- a. Soon I started snoring.
- b. Now I am happy.
- c. Then he stopped smoking.

2. The Semicolon (;)

The use of semicolon is similar to the use of comma. It separates two closely related ideas. The difference is that a conjunction such as and or but must be used along with comma, but the semicolon can be used alone. Using semicolon is not difficult, it is a very strong punctuation mark.

Semicolon can be used in some places:

- a. Between two independent clauses, as below:
 - 1). Fatimah is late to work; she skips her breakfast.
 - 2). That place is forbidden; I will not go there.
 - 3). A volcano eruption happened around Jogjakarta; local people were being evacuated to a safer place.
- b. Between two sentences / independent clauses that are closely connected in idea. Look the examples below:
 - 1). Dini is going to Harvard University;
1st Independent Clause

she isn't going to Oxford University.
2nd Independent Clause

2). Computer use is increasing; computer crime is too.
1st Independent Clause 2nd Independent Clause

3). The committee adjourned at dawn;
1st Independent Clause
nothing had been accomplished.
2nd Independent Clause

4). That place is forbidden; I will not go there.
1st Independent Clause 2nd Independent Clause

5). A volcano eruption happened around Jogjakarta;
1st Independent Clause
local people were being evacuated to a safer place.
2nd Independent Clause

3. The Colon (:)

The colon is used to introduce a list of things, statements, explanation or example of previous material and quotation. It can be used to introduce lists, long quotations, subtitles, time, and formal salutations. So, colon can be used to state the ideas above. Look some examples below:

- a. I went to the market to buy aids for studying: some pens, ruler, correction pen, compasses, book notes, and some board markers.
- b. The ingredients are as follows: eggs, flour, butter, salt, and milk.
- c. Mr. Harahap left class at 12:30.
- d. Dear Sir:
- e. As Albert C. Baugh and Thomas Cable state in their book. The History of the English Language:
There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but the speech of different individuals of a single community, even different members of the same family, is marked by individual peculiarities.

4. The Quotation Marks (“...“)

Quotation marks have three basic functions. The functions are for direct quote, unusual words, and titles. Look the examples:

- a. “I thought he was responsible,” he said, “but he isn’t.”
- b. “Give me liberty or give me death”: these are immortal words.
- c. A lot of people talk about “machismo” these days, but no one really knows what it means.
- d. In the article “The Future of Space,” published in the July 19, 1974 issue of Scientific American, the authors explore the possibility of manual space stations.
- e. For direct quotation, as:
Rahmad and Ahmad say, “reading is transactional between the reader and the text in a specific context”.

5. Apostrophe (‘)

The apostrophe mark (‘) has three main uses in English: 1) to make contractions, 2) to make nouns and some pronouns possessive, and 3) to make letters of the alphabet plural.

nouns in two ways. We can use an of the phrase and say the name of my friend, or we can use an apostrophe + s and say my friend's name. Look at the examples:

- 1). The speed of the runner OR the runner's speed.
- 2). The orders of the doctor OR the doctor's orders.
- 3). The complaints of my neighbor OR my neighbor's complaints.

2). Anybody's mistake.

c. To Show Plural Letters

Plural of Letters of the Alphabet Use an apostrophe + s to make letters of the alphabet plural. There are four s's and four i's in the word Mississippi. The teacher gave ten A's and two C's last semester.

- d. Don't confuse it's and its. "It's" is a contraction of it is. "Its" is a possessive pronoun. Possessive pronouns (my, your, our, his, her, its, their) never have apostrophes.
- 1). It's hot today.
 - 2). It's a great campus.
 - 3). The book lost its cover.
 - 4). This campus got B for its accreditation.

- e. Don't confuse the contraction of a noun + is and the possessive form of the noun.
 - 1). Fahmi's sick today. (Fahmi is sick today).
 - 2). Fahmi's car is a Toyota. (The car that belongs to Fahmi is a Toyota).
- f. Don't use an apostrophe to make nouns plural.
 - 1). It is the policy of many companies to hire student interns during the summer.
 - 2). The Smith's have a new baby daughter.

6. The Dash (-)

The dash is most commonly used to separate unessential or parenthetical elements from the core parts of sentence. This usage also helps readers in separating core parts from supporting information. Look the examples of using dash below:

- a. At least three sports -basketball, football, and tennis- are continually gaining television fans.
- b. The nuclear family -man, wife, and children- was stressed as a self-sufficient unit, with every marriage given an equal status at law.

C. Exercise

1. Add appropriate punctuation!
 - a. Finally they agreed on the menu
 - b. First Marhamah made the rice
 - c. Fathan Ahmadi Fatimah and Nuri live near the college that they all attend
 - d. After dinner Fadhlan served the dessert
 - e. When Ibrahim got out from the fire Namrud shocked
2. Change in to possessive case!
 - a. The roommate of Hasibuan
 - b. The roommate of Khaira
 - c. The flag of my country
 - d. The feet of the dancers
 - e. The shoes of ladies

3. Look at the sentence below, ass the correct punctuation when it is necessary!
- a. Hana’s sister Arini won the swimming competition.
 - b. The restaurant is very popular its owner is interviewed by some journalists.
 - c. The socker players Arif Miftah Solahuddin Rahman Faiz and Syarif win the competition.
 - d. The lecturer explains the materials this semester concept of reading reading strategies reading phases reading paragraph and reading sentences .
 - e. Before the war began American colonist had already been rebelling for several years.
 - f. They bought a lot of apples oranges bananas and pine apples.
 - g. There are four components of communicative competence namely grammatical competence sociolinguistic competence discourse competence and strategic competence.
 - h. It is probably true however that there is a positive relation in any given country between effectiveness of teaching and the quantity of materials available.
 - i. Last week the girls decided to have a joint birthday party so they invited several friends for dinner.
 - j. Nina wanted to cook Mexican food but Khadijah wanted to have Japanese food.

Note

REPOSITORY

Chapter 3

UNDERSTANDING GRAMMATICAL CLUES



Learning Objectives

Knowledge:

The students are able to understand the concepts, kinds, and the function of grammatical clues.

Skill:

The students are able to explain and identify grammatical clues in their reading.

Attitudes:

Students have disciplines, high spirit, good moral and performance.

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A. Context Clues / Grammatical Clues

Context clues are the clue in the text to help the reader understands the text. There are many types of context clues (Zainil, 2003), such as definition, example, cause and effect, contrast, restatement, and modifier.

1. Definition

Examples

- a. According to Goodman, reading is “a psycholinguistic guessing game” that involves an interaction between thought and language”.
The word “is” in underlining means *definition*.
- b. Synonym means a word or phrase that means exactly or nearly the same as another word or phrase in the same language.
The word “means” is the clue for *definition*.
- c. Celce-Murcia (2001) define reading as an interactive and socio cognitive process, involving a text, a reader, and social context in which the activity of reading takes place. People do not read with an empty mind, they have already had any opinions or schemes of it in their mind.
The word “define” in underlining is *definition*.

2. Example

- a. Students can be divided according to many criterias, for example random sample, ability levels, friendship and interest.
The word “for example” is stated the example of what is needed to be explained.

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—

3. Cause and Effect

The clues that can be used to express cause and effect are because, consequently, so, due to, as a result, as such, etc.

Examples:

a. “Computer is very expensive, so we cannot afford to buy it.”

c. “Mawar was energetic enough to work sixteen hours at hospital because she had a restful week end.”

The word “because” give explanation about cause and effect.

4. Contrast

Sometimes the writer expresses two different ideas in a sentence, or sentences. He uses two words or expressions with opposite meaning. The signal that can be used in expressing contrasting are *but, although, on the other hand, however, even though, yet*, etc. The used of the signals can be seen in some sentences, like example below:

—
—

they respect each other.

- c. Although most experts concurred with the research findings, several strongly disagreed.
- d. Even though people in Indonesia have different religion, they live in harmony.

The words ‘but, although, and even though’ in those sentences show that the two sentences are contrast.

5. Restatement

The writer sometimes repeats the unfamiliar word by using some other words that are familiar to the readers. To express restatement the following expressions as signal: *or, in other words, that is to say, that is*, etc. The marks also can be used to express the restatement: commas, parentheses, and dashes.

Look the examples below:

- a. Most oriented societies value *discipline* or *self-control*.
- b. Students *memorize* information; *in other words*, they *learn* and

6. Modifier

In this context, the writer tries to explain unknown word by using a phrase or a clause after it. The phrase or the clause modifies the unknown words in the text. Look the examples:

- a. They have a *city manager*, who runs all the service departments of the government and takes charge of buying, for the city.
- b. We saw *the people in North Tapanuli* having high tolerance between different religious.

- c. *Living in Indonesia, the country with various religions, is safe.*
- d. *Silalat na diduda is a favorite food in South Tapanuli that is pounded cassava leaves.*
- e. *Fauziah came here in order to meet Farhan.*

The phrases or clauses that underlined in those sentences modify the unknown or unfamiliar words or phrases, or given more explanation about the words or phrases before.

B. References

In the following sentences, the references are underlined and then explained.

Example:

- a. *The students of IAIN Padangsidempuan come from various areas. Although they come from Mandailing, South Tapanuli, North Tapanuli, Labuhan Batu in North Sumatera or even from West Sumatera, they should live in Ma'had for one year. 'They' refers to students of IAIN Padangsidempuan. 'Mandailing, South Tapanuli, North Tapanuli, Labuhan Batu in North Sumatera or even from West Sumatera' refer to various areas.*

C. Exercises

1. Read the following sentences and find out what the underlined words refer to:
 - a. Some people think that life in the cities is going to be horrible. They predict that the cities will become more and more crowded.
 - b. They spend about one-third of their lives at work, but they hate it.
 - c. Work provides people with a paycheck. This is important. Here is a list of ten characteristics. Which ones apply to you?

3. Read the following texts! Then, find the sentences that consist of context clues if you find, and what context clues are they?

My Wonderful Family

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends, we all play board games together. We laugh and always have a good time. I love my family very much.



Note

Chapter 4

UNDERSTANDING TRANSITIONAL SIGNAL



Learning Objectives

Knowledge:

The students are able to understand the concepts, kinds, and the function of transitional signals.

Skill:

The students are able to explain and identify transitional signals in their reading.

Attitudes:

Students have disciplines, high spirit, good moral and performance.



A. The Nature of Transitional Expressions

Transitions are linking words or phrases that a writer uses to lead the reader from one idea to another. If you get in the habit of recognizing transitions, you will see that they often guide you through a paragraph, enabling you to read it more easily. Transitions also the words and phrases that lead the reader from one idea to another. Using transition words can guide the readers easy to follow the ideas, they give the paragraph become coherence.

B. Kinds of Transitional Expressions

There are four kinds of transitional expressions. They are sentence connectors, coordinators, subordinators, prepositions and determiners. Below is chart showing some of the most common transition signals.

Meaning / Function	Sentence Connectors	Clause Connectors		Others
		Coordinators	Subordinators	
To introduce an additional idea	Furthermore Moreover in addition			another (+noun) an additional (+noun)
To introduce an opposite idea	On the other hand However in contrast	But yet	Although Though Even though Whereas while	In spite of (+noun) Despite of
To introduce an example	For example For instance e.g. i.e.			An example of (+noun) Such as (+noun)
To introduce a conclusion or summary	In conclusion In summary To conclude To summarize			

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The other words or phrases that used as transitional signals can also be looked at the table below:

Type of Transition	Example	What the Writers Tell to the Readers
Time- sequence	First, second, later, next, finally	The author is arranging ideas in the order in which they happened
Example	For example, for instance, to illustrate, such as	An example will follow
Enumeration	First, second, third, last, another, next	The author is marking or identifying each major point (sometimes these may be used to suggest order of importance)
Continuation	Also, in addition, and, further, another	The author is continuing with the same idea and is going to provide additional information.
Contrast	On the other hand, in contrast, however.	The author is switching to adifferent, opposite, or contrasting idea than previously discussed.
Comparison	Like, likewise, similarly	The writer will show how the previous idea is similar to what follows.
Cause-effect	Because, thus, therefore, since, consequently	The writer will show a connection between two or more things, how one thing caused another, or how something happened as a result of something else.

The explanation can be seen in the following description.

1. Sentence Connectors

Sentence connectors join one independent clause with another to form a compound sentence, which is punctuated with a semicolon (;) and a comma (,). The transition signals that can be used as sentence connectors are however, therefore, furthermore, for example, on the other hand, in addition, and still.

Sentence connectors may also come at the beginning, in the middle, or at the end of a simple sentence. Attention to the examples:

2. Coordinators

Coordinators are coordinating conjunctions. They join the two independent clauses to form a compound sentence. The punctuation that usually used for this is a comma after the first clause. The coordinators are *and, but, yet, or, nor, for, so*. Look the examples:

3. Subordinators

Subordinators are subordinating conjunctions. They introduce a dependent clause that is joined to an independent clause to form a complex sentence. The signals are because, after, since, as, although, if, or when. There are two positions for the dependent clause:



- 3). If the Muslims do Idil Fitri pray, the Christian will take care of them.
 - 4). When the Natal come, the Muslims will let the Christian people to make a pray in their Church safely.
- b. If the dependent clause comes after the independent clause, do not put comma.
- 1). I dislike *jengkol* although it is good for cancer.
 - 2). I never eat *jengkol* because I dislike it.
 - 3). In our district, the Christians will take care of the Muslims if they do Idil Fitri pray.
 - 4). In our district, the Muslims will let the Christian people to make a pray in their Church safely when the Natal comes.

4. Prepositions and Determiners

Prepositions and determiners that can be used as transitional signals are:

C. Exercises

1. Underlined the words or phrases stated as transitional signals, then stated what kinds of transitional signals are they!
 - a. There were no reasons for Helen to say, and so she returned to her home.
 - b. In spite of the fact that their army was four times as large as the Greeks', the Persians were defeated at Marathon.
 - c. Mr. Kahfi smokes too much; furthermore, he drops ashes all over the rug.

- d. The American colonist objected to taxation without representation; therefore, they were angry when England passes the Stamp Act.
 - e. Astrology is a very old but discredited belief that that stars influence the course of our lives.
2. Underlined the transitions from the text below, then explain what kinds of transition they are!

Islam

The word Islam, which is derived from Arabic, means to accept, to follow, and to obey. In other words, Islam is following God, the Master. God is our Creator and Master. Our success in life relies fully on following the master. Therefore, we must all obey His commands, either in words or in deeds. But God has let us be free to obey or not to obey Him. Life is like a test. The successful test taker is one who obeys God. In other words, the real success in this life and the life after death is in obeying God. True peace also lies only in following God. The word Islam also means peace. Therefore, Islam means both obedience to God and peace. Islam seeks peace through obedience to God, the Creator and the Master. Islam is a religion from God, which leads its followers to gain true place.

Note

Chapter 5

UNDERSTANDING SENTENCES



Learning Objectives

Knowledge:

The students are able to understand about sentences.

Skill:

The students are able to explain and differentiate kinds of sentences.

Attitudes:

Students have disciplines, high spirit, good moral and performance.



A. Introduction

To understand a text that you read, you need to understand sentence. It is a small unit of meaningful communication in spoken or written. Understanding the sentence is the important things to do in reading, besides understanding the phrase. Understanding phrases help the readers to understand the sentence that they will be read. This chapter will be presented in five sections; what is sentence, kinds of sentence, recognizing complete sentences, identifying core parts, and evaluation.

B. The Nature of Sentence

C. Sentence Elements

As mentioned above that sentence is a group of related words that has subject and predicate. It means that the sentences is not only the

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combination of some words but has the elements. The elements can be subject (S), Verb (V), Object (O), or Complement (C). Complements can be adverb (adv) or adjective (adj).

Look the examples:

--	--

So, if we want to build a sentence, we need at least two elements (Subject and Predicate or Verb), and it can be more than like the examples above.

D. Kinds of Sentence

There are many kinds of sentences. It can be based on the forms, intonation, and so on. Based on the forms of sentence, it can be distinguished into four kinds; they are simple sentence, compound sentence, complex sentence, and compound and complex sentence.

1. Simple Sentence

2. Compound Sentence

Compound sentence is a sentence that is made up of two or more principal or main clauses. It is the sentence that contains of two or more independent clauses combining with conjunctions (for, and, nor, but, or, yet, so) as:

- a. We must hurry. We shall miss the bus.
We must hurry, **or** we shall miss the bus.

3. Complex Sentence

Complex sentence is a sentence that consists of one main clause and one sub-ordinate clause (dependent clause). Main clause is a simple sentence or independent clause. It is a sentence that can stand alone, and meaningful. Sub-ordinate clause is a clause which cannot stand alone. It doesn't have a complete meaning. It is signed by subordinate conjunction such as when, what, because, where, although, etc.

Look the examples:

- a. The people rested.

- b. When evening came.
The people rested when evening came.
When evening came, the people rested.
- c. The Muslims should leave their activities.
- d. When they hear adzan in Mosque.
The Muslims should leave their activities when they hear adzan in Mosque.

I have not seen you before (independent Clause).
“I don’t know who you are and I have not seen you before”.

- b. He came (independent clause).
He did not say. (independent clause).
That he had been ill (dependent clause).
“He came, but he did not say that he had been ill”.

4. Compound Complex Sentence

Compound complex sentence is the sentence that is built up by one or more independent clauses and one or more dependent clauses. There are the combination of main clause/s and subordinate clause/s in this sentence. If there are one main clause / independent clause only, there should be at least two dependent or subordinate clause. However, if there are two independent clause or main clause, there must be only one dependent clause or subordinate clause.

Look at the examples below:

- a. I don’t know (independent clause).
Who you are (dependent Clause).

Examples:

She works.

She is a student.

They studied hard.

They are happy.

We like dancing.

- b. Negative Sentence

Negative is the opposite of positive or containing, expressing,



or implying a denial or refusal. So, negative sentence is the sentence that is opposite with affirmative sentence; it is the sentence that refuse of something.

Examples:

She doesn't work.

She isn't a student.

They didn't study hard.

They aren't happy.

Father and mother weren't at home at the time.

c. Interrogative Sentence

Why do you choose IAIN as the place of your studying?
Because this is one of state University in my village, and this is a good university.

c. Imperative Sentences

To know the imperative sentence, we must first identify the meaning of imperative. Based on Neufeld in Webster's Dictionary, Imperative is a command; ordering or compelling the rule, duty or requirement; or verb that expresses command. Thus, we can make a conclusion that imperative sentence is the sentence that uses for making a command or ordering for some one. Look the examples:

2). WH-Questions

WH-question is a question that are formed by using Wh, such as why, who, what, etc. These questions need answer that explains what is being asked.

Examples:

What is your name? *My name is Muhammad Zulkifli.*

When were you born? *I was born at January 11, 1998.*

Where do you come from? *I come from Sibolga city.*

How is your family? *They are fine.*

E. Exercises

1. Identify which of the following sentences are simple, compound, complex, and/or compound complex sentences. Then, identify the dependent and independent clauses!

- a. The horse reared and the rider was thrown.
 - b. I called him, but he gave me no answer.
 - c. He came oftener than we expected.
 - d. They always talk who never think.
 - e. He that has most time has none to lose.
 - f. Tell me the news as you have heard.
 - g. She knows what you talk about, it makes her sad.
 - h. My heart was broken that made me disappointed because of his love.
 - i. I lose my house, but he has built a building which we live in it.
 - j. She came when I went out.
2. Read the following text, and then take the sentences that include into compound and complex sentences!

Islamic Studies

its ideas and practices at different times and place are to be studied as they present themselves.

3. Identify the core parts from the sentences below! Identify the subjects and the predicates! Then, write the additional sentences that build the sentences become complicated!
- a. Suggestion occurs within the school as well, because children

REPOSITORY

Note

Chapter 6

SENTENCES ANALYSIS



Learning Objectives

Knowledge:

The students are able to analyze various kinds of sentences.

Skill:

The students are able to identify core parts in sentences and the elements.

Attitudes:

Students have disciplines, high spirit, good moral and performance.



A. Sentence Analysis

In the previous lesson, you have known to form simple, compound, complex, and compound and complex sentences. Now, we are going to analyze them. In this part will be analyzed simple sentence, compound sentence, and complex sentences, and the relation in each part.

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The action of **hitting** above passes over from the girl to the cat and in the second sentence, the action of **clawing** from the cat to the girl. The receiver of these actions is called **the object**. Next, for the third example if the action of **play** which is done by the actor **“the boys”**. Then, the last sentence, the action of **pleased** is given to the



doer of action because of the object that he played, **the ball**. Based on the elements of sentences in chapter before, the elements can be Subject, Predicate, Object, and Complement (can be Noun, Adjective, and Adverb). The sentences above just have the elements **Subject, Predicate (Verb), and Object**. It is called simple sentences.

- a. The student who answered the questions is Yulia.
- b. This is the lecturer who taught me English Vocabulary.
- c. The chair which was broken is noe mended.
- d. The story that I told made my friends laughing.

Adjective clauses qualify noun. It modifies noun (person or things). We can analyze them as follows:

SUBJECT	PREDICATE

SUBJECT	PREDICATE
We	are studying "reading comprehension".
They	are studying "introduction to linguistics".

The word "We" is the subject and "are studying Reading Comprehension" is the predicate. The word "They" is subject and "are studying Introduction to Linguitics" is the predicate. The conjunction "and" combine the two simple sentences of similar functional value is called **coordinating conjunction**. In this sentence, we analyze two subjects ("We" and "They") and two predicates ("are studying Reading Comprehension" and "are studying Introduction to Linguitics")

1. Adjective Clause

The sentences below are the sentences that adjective clause include inside:

2. Noun Clause

A noun clause is one which does the work of a noun. It may be the object of a verb, the subject of a verb, the object of preposition, etc. The following examples will show the usual method of analyses:

- a. He noticed that her nervousness made her unable to control her emotion.
- b. They know which way they went.
- c. We believe that Allah is the Greatest of all.

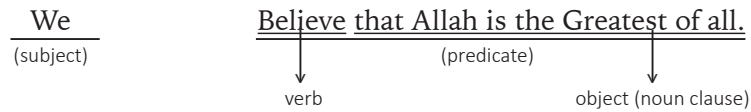
Example 1:

We
(subject)

Believe that Allah is the Greatest of all.
(predicate)



Then, we separate it in to:



B. Identifying Core Parts

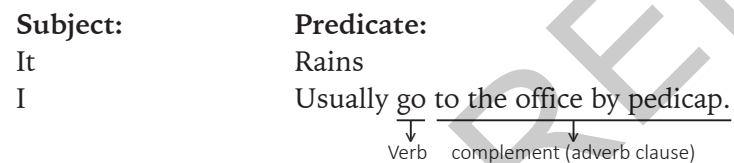
Look the sentences:

- a. The energy that is used in business and industry in the form of electricity.
 Subject : the energy
 Predicate/action : is used in business and industry

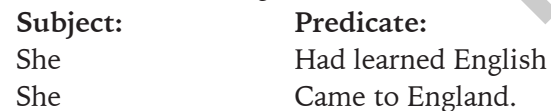
3. Adverb Clause

Adverb clauses do the work of adverb.¹ The types of adverbs are those of manner, place, time, reason, purposes, and others. The following examples will show the analyses:

- a. When it rains, I usually go to the office by pedicap.
 It can be divided in to:



- b. She had learned English before she came to England.



1. Simple Sentences

- a. The battle ship sank.
 The core parts are **ship** and **sank**.
- b. The bookstore and library was closed.
 The core parts are **book store and library** as subject and **was closed** as Predicate.

¹ Ibid. p. 117.

2. Complicated Sentences

Look at the sentences:

- a. Besides teaching the rule of behavior that are acceptable in our society, the family supplies children with the affection and love they need to feel that they are complete and happy person.

1). The core parts:

The family supplies children
(subject) (predicate)

2). The additional sentences:

Padangsidempuan has grown from a small building.

It is holding about 100 students in the last 1960s.

It becomes a large institute.

It educates 1500 students a year in the beginning of the 21st century.

Read the text, then find the complex and/or complicated sentences, identify the core parts from the sentences that you found!

C. Exercises

The Prophet

A prophet is a human being who receives guidance from Allah, obeys Allah and invites others to obey Allah. Some of the prophets received books from Allah, others followed the books revealed to the prophets before them. Allah has sent prophets to all people at different times. Some of the well-known prophets are: Noah, Isaac, Jacob, Moses, Abraham, David, Solomon, Joseph, Jesus and Muhammad (peace be upon him). Muhammad (p.b.u.h) is the last prophet. All prophets worshipped Allah and taught us to worship Him alone. They showed us how to obey Allah and they also showed us how to please Him. A Muslim believes in all the prophets. He loves and respects all of them, but does not worship them. The followers of the earlier prophets were also Muslim. They also believed in One God and served Him as the prophets taught them.

When people forgot the true message of Allah, He sent other prophets to remind them on their duty to Allah. In this way prophets came at different times. Allah made Muhammad (p.b.u.h) the last of the prophets.

1. Answer the following questions according to the text:
 - a. What did the prophet receive from Allah?
 - b. Did all prophets receive books from Allah?
 - c. What did the prophets do with the people?
 - d. Mention some of the well-known prophets!
 - e. What did the prophets regarding God?
 - f. Does a Muslim believe in the prophets?
 - g. Does a Muslim worship God or Prophets?
 - h. Were the people before Muhammad who obeyed their prophets also muslims?
 - i. What happened if people before Muhammad forgot the true message?
 - j. Who was the prophet Muhammad?

Note

REPOSITORY

shed.

- b. The house that you see over there is very old.
- c. He ignored his doctor's advice that he should take a vacation.
- d. They have become very snobbish since they moved into their expensive apartment.
- e. The pirates, who had hidden the treasure on the island, went back again because they thought that they could remove it with safety.



Chapter 7

PHRASE READING



Learning Objectives

Knowledge:

The students are able to understand phrase.

Skill:

The students are able to differentiate kinds of phrase.

Attitudes:

Students have disciplines, high spirit, good moral and performance.

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A. The Nature of Phrase

Phrase is a group of words, which makes sense, but not complete sense (Straus, 2014). It is supported in Oxford Dictionary, phrase as short group of words or group of words without a verb that form part of a sentence (Brown et al., 2016). In syntax and grammar, a phrase is a group of words which act together as a grammatical unit. For instance, the English expression “the very nice girl” is a noun phrase which contains the adjective phrase “very nice”. Phrases can consist of a single word or a complete sentence. A group of two or more words that express a single idea but do not form a complete sentence (Merriam-Webster, 2021). The group of words “out the record” in “Our communication is out the door” is a phrase. Additionally, phrase is a brief expression that is commonly used. phrase. verb. phrased; phrasing (Merriam-Webster, 2021). Phrase is not a complete sentence, it is a part of sentence. However, it is not complete, but it has meaning. From the definition given above, it can be concluded that phrase is a group of words that makes sense as a part of a sentence.

B. Kinds of Phrases

There are three kinds of phrases; adjective phrase, adverbial phrase, prepositional phrase, and noun phrase. The phrases must be understood by the English students to make them be able to read and understand phrases better.

1. Adjective Phrase

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- d. A white cat _____ d. A cat with white leather.
- e. A beautiful girl _____ e. A girl with beautiful face.
- f. She was taller than her classmates.
- g. I didn't enjoy the book because it was too long and convoluted for me to follow.

It can be seen that golden is an adjective that modifies the word 'crown', whereas *made of gold* is an adjective phrase that also modifies the word 'crown'. The same condition is also seen in example number 2 'blue eyed', it is an adjective that modifier noun boy, while the phrase *with blue eyes* also modifies the word boy. The word 'Spanish' modifies noun *flag*, the word 'white' modifies noun *cat*, the word 'beautiful' modifies noun *girl*. On the adjective phrase, 'of the Spain' modifies noun *flag*, with 'white leather' modifies noun *cat*, and 'with beautiful face' modifies noun *girl*.

2. Adverbial Phrase

- b. She comes to school *soon*.
She comes to school *at early time*.
- c. I am always *happy*.

I am always *in good feeling*.

- d. IAIN Padangsidempuan will become UIN *soon*.
IAIN Padangsidempuan will become UIN *at an early date*.
- e. Islam and Christian live in brotherhood *here*.
Islam and Christian live in brotherhood *around North Sumatera*.

From the examples above, it can be seen that the word 'bravely' modifies the verb 'catch', (how?). 'Bravely' can be in the phrase 'a brave manner'. In the 2nd sentence, the adverb 'soon' modifies the verb 'comes'. The word 'soon' can be made to the adverb phrase of 'at early time' to explain of how she comes. It also can be seen in the 3rd example, the adverb 'happy' gives information about the adverb 'always' and the word happy can be in the phrase 'in good feeling' to give information about how.

3. Prepositional Phrase

Prepositional phrase is the phrase that consists of a preposition and the object (a pronoun, noun, or noun phrase) (Altenberg & Vago, 2010; Oshima & Hogue, 2006). The object of a prepositional phrase can be either a noun, gerund, or clause. Here's an example of a prepositional phrase (in italics): She caught the bus on time. "On time" is the prepositional phrase.

Look at the example of prepositional phrase below:

TIME	PLACE	POSSESSION
In the early morning	In the hall	(the color) of the house
at 3:00	Beyond the darkness	(the top) of the stairway
During dinner	In front of the house	(a girl) with red hair
After the accident	at the top of the stairs	

For example:

I was afraid of many things during my childhood. OR.

During my childhood, I was afraid of many things.

You arrive at Havasupai Village at the end of the trail. OR.

At the end of the trail, you arrive at Havasupai village.

However, not all the prepositional phrase can be change the position, as below:

The color of my car was white.

Of my car, the color was white. (Wrong).

He married a girl with red hair.

With red hair, he married a girl. (Wrong).

4. Noun Phrase

A group of words that does the work of noun is Noun Phrase (Oshima & Hogue, 2006). It is also known as the verb acts upon is called the direct object of the sentence (Altenberg & Vago, 2010). Those verbs that act on something are called transitive verbs. Some words that arranged together to make a phrase and do the work as noun or give information about the noun itself is called noun phrase. Where noun is a word used as the name of a person, place, or thing;

cooking mistake.

f. Tim, *my friend*, got married last week.

g. *Becoming UIN*, all people in IAIN Padangsidempuan are very happy.

h. *Staying in Ma'had Al Jami'ah* is the obligatory of new students on IAIN Padangsidempuan.

C. Reading Phrases

By recognizing the three phrases, it will make the readers easier to identify the phrases that they read. It also will help the readers to comprehend what they have been read. Before coming to the sentence, the readers must be able to identify the phrase first.

Look the paragraph below:

When you go to see a movie, the first thing you want to know is:

D. Exercises

1. Identify phrase from these sentences:
 - a. He speaks like a born orator.
 - b. Do not talk like that!
 - c. Nothing can live in the moon.
 - d. A man in great difficulties came to me for help.
 - e. He is a man without a friend.
2. In each following sentences replace the adverb, adjective, or noun in italic by an adverb, adjective, or noun phrase of the same

meaning:

- a. Although hungry, the soldiers worked *cheerfully*.
- b. It was a *horrible* night.
- c. Did Rama behave *well*!
- d. She wins *a prize*.
- e. Ramadhani wore *a diamond* necklace.

3. Read the passages below, and then identify the phrase!

A prophet is a human being who receives guidance from Allah, obeys Allah and invites others to obey Allah. Some of the prophets received books from Allah, others followed the books revealed to the prophets before them. Allah has sent prophets to all people at different times. Some of the well-known prophets are: Noah, Isaac, Jacob, Moses, Abraham, David, Solomon, Joseph, Jesus and Muhammad (peace be upon him). Muhammad (p.b.u.h) is the last prophet. All prophets worshipped Allah and taught us to worship Him alone.

Note

REPOSITORY



Chapter 8

READING STRATEGIES



Learning Objectives

Knowledge:

The students are able to understand and apply reading strategies.

Skill:

The students are able to be able to explain and use reading strategies.

Attitudes:

Students have disciplines, high spirit, good moral and performance.

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A. The Nature of Reading Strategies

In addition, Duffy in Richard and Renandya (2002a) defined reading strategies as plans for solving problems encountered in constructing meaning. They range from bottom-up vocabulary strategies, such as looking up unknown word in the dictionary, to more comprehensive actions, such as connecting what is read to background knowledge.

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So, reading strategies are ways, tools, or procedures to reach goal in understanding text or printed materials for solving the problems in constructing meaning.



B. Kinds of Reading Strategies

There are many experts writing about reading strategies, about how to read effectively and efficiently. Some writers, for example Eskey, Sanford and Garrold, and Carrell in Carrell state that there are interactive model in reading. They explain that efficient and effective second language reading requires both top-down and bottom-up strategies operating interactively. The interactive process in reading will be occurred when the readers make an interactive work between the top-down and bottom-up strategies; it enables the readers to be good readers.

According to Oxford (1990) there are six strategies that can be applied by the students in reading; they are memory, cognitive, compensatory, meta-cognitive, affective and social strategies. Memory strategy is a strategy which involves minds in remembering information given. The strategies can be grouping, associating/elaborating, placing new words into a context, using imagery, and semantic mapping. Cognitive strategies are the strategies that involve the identification, retention, and retrieval of language elements. The activities in cognitive strategies involve repeating, recognizing and using formulas and patterns, practicing naturalistically, getting the idea quickly, using resources for receiving and sending messages, reasoning deductively, translating, transferring, taking notes, summarizing, and highlighting.

In addition, compensation strategies which enable the learners

linguistics clues). Then, meta-cognitive strategies, which deal with planning, monitoring and evaluating of language learning activities. In meta-cognitive strategies, the strategies can be used for coordinating the reading process.

C. Skimming and Scanning

1. Skimming

Skimming is a kind of reading strategies that can help students to read faster. Skimming is reading at the fastest speed a person can accomplish. It is used when a reader wishes to cover material in a hurry. Skimming is an activity to take the point of something that we read; it tries to find out the important things from the text. It is also

used to know the topic of the text, people's ideas, important part, and organization of writing and sequences of main ideas. In Indonesian skimming can be stated as “*menggaris bawahi yang penting dalam bacaan*” or making the underline to the important information in the text.

Read the text below:

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Morlem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right doing), all of which are included in the term *din* (religion). Erily the religion with Go is Islam.”

(Quoted from Philip K. Hitti, History of the Arabs, from Improving Reading Skill in English for University Students).

You can skim the text for such kinds of important information.

The questions for this kind of ability can be as follows:

- a. Muslim tehologians distinguish three fundamentals of Islamic theology. What are they?
- b. What is *iman*?

- c. What is the first and greatest dogma of *iman*?
- d. Who is Muhammad?
- e. What is the subject of the above reading?

From some questions above, the reader can be known some information needed, he/she only find or look the information that he/she needed. The information must be found fast. You must try to go to find the information as fast as you possibly can.

2. Scanning

Scanning is reading strategies to read the detail information faster. Djamal states that scanning is the ability to locate specific information (you know what you are looking for). It is supported by Zainil who stated that scanning as a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything. It can be concluded that scanning is the ability in reading to find or to locate specific information. In Indonesian scanning can be meant as “giving checklist (√)” or a sign to the information needed from the text.

- a. Who is the messenger of Allah?
- b. Iman is....
- c. Acts of worship is...
- d. Where is the unity of Allah stated in Qur'an?

From some questions, the readers are needed just to find specific information that stated in the questions, they needn't to read all the text.

D. The Importance of Reading Strategies

Reading strategies are important to do by the readers in reading; they can help the students easier in comprehending the text. They were hopefully can improve their reading comprehension like stated in Learning Strategies Database that strategies can improve students reading comprehension. It is also stated that reading strategies can also enhance understanding of the content information presented in a text, to improve attention and concentration while reading, to increase students' motivation can be creating interest, and to make reading in more active process.

your average reading speed is 400 words per minute, you could achieve a skimming rate of 800 words per minute or better.

The following table (Zainil, 2003) shows various reading rates of the good reader. The speeds are divided into three reading speeds; slow, average, and fast. Each of these speeds is appropriate for a specific type of reading material.

Kind of Reading	Rate	Comprehension
Slow: Study reading speed is used when the Material is difficult or when high Comprehension is desired	200- 300 w.p.m.	80- 90%
Average: An average reading speed is used to for everyday reading of magazines, newspaper, and easier books.	250 – 500 w.p.m.	70 %
Fast: Skimming is used when the highest rate is desired comprehension is intentionally lower.	800 w.p.m.	50%

w.p.m: words per minute

= NUMBERS OF WORDS PER MINUTES

E. The Speed of Reading

Skimming and scanning are the ability to read faster. In both kinds of reading strategies, the readers needn't comprehend text well; the readers just look for some information. In skimming, there is difficult to say exactly how fast skimming should be, but the rule is that it should be done as fast as the average of reading speed. If, for example,

F. Exercises

1. What is reading strategies? Mention some kinds of them!
2. What is metacognitive strategy?
3. What is the importance of reading strategies?
4. What is the different of skimming and scanning?



5. Read the passage below, and then count whether you can be as a faster reader that can skim the text well ‘how is your rate of reading?’

Fill in this information, then find your reading rate by filling the form below!

FINISHING TIME __ min __ sec.
STARTING TIME __ min __ sec.
READING TIME __ min __ sec. = READING RATE ____
(Word per Minute)

Note

Home Task:

1. Answer the questions under the text!

Linnea got up early, eager to greet the new day. She enjoyed everything. She enjoyed her busy schedule – Monday scouts’ club, her Wednesday badminton, and Friday chess evenings. Even her after- school paper rounds on the other days were fun now that it was spring and the weather was warm. She already knew some of the people on her paper round. Today, she hoped to see the “cat lady” who had vaguely promised her one of the new kittens. Linnea got out into the kitchen and found a notice on the work surface next to her bowl. She read “Please, could you buy some milk for tea on your way back from badminton. Love, mum”.

(Oakhill et al., 2015)

- a. Which days of the week does Linnea do paper rounds?
- b. What day is it (if her mother is right)?
- c. How did she first meet the “cat lady”?
- d. Will Linnea see the “cat lady” today?

REPOSITORY



Chapter 9

READING PHRASE



Learning Objectives

Knowledge:

The students understand the phases or stages in reading and the strategies use in it.

Skill:

The students can explain the phases of reading.

The students can apply the phases of reading in their reading activities.

The students can use various appropriate reading strategies in the phases of reading,

Attitudes:

Students have disciplines, high spirit, good moral, and performance.

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A. Reading Phases

There are three phases that the readers do in their reading activities; pre-reading, while-reading, and post-reading (Harida, 2016).

1. Pre-Reading

Thus, it can be said that pre-reading is the introduction of the readers to the text to know the information firstly, so that they can build their map about the text; or activate their schemata about the text.

2. During Reading

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reading to get information in which the readers make sense of the text; they also make the relationship between the text to their background knowledge.

3. Post Reading

The last is post-reading that extends ideas and information on the text are well understood by the readers. Post-reading is also checking students' comprehension and leading the students to a deeper analysis of the text. This phase is about re-comprehend the text; it is to check the comprehending that has built in pre and during reading activities.

B. Reading Strategies in Each Phase

In practicing your reading in each stage, you can use various kinds of reading strategies. Here are some reading strategies that can be used in each phases of reading:

Pre-reading:

- a. Predicting
- b. Previewing
- c. Surveying
- d. Making questions
- e. Questioning
- f. Activating background knowledge / schemata
- g. Setting reading purposes
- h. etc.

During reading:

- a. Reading
- b. Guessing the meaning from the context

Post-reading:

- a. Summarizing
- b. Generalizing
- c. Making conclusion
- d. Retelling
- e. Rewriting
- f. Reciting
- g. etc.

You can choose your strategies to do each reading phases; it means those strategies above will not be used all in one activity of reading.

C. Exercises



Drink some milk or juice. Then catch a nutritious snack later on in the morning. Yogurt, dry cereal, cheeses, or fruit are good choices. What if you don't like breakfast foods? Then eat healthy foods you do like. Even cold pizza or a fruit smoothie can power your morning. Any way you look at it, there's no reason to skip this essential meal.

Answer these following questions!

1. Why do people need to do pre-reading in reading activities?
2. What is the purpose of during reading phase and post-reading?
3. Read the text above, the re-write the information that you get in pre-reading!
4. What is the information you get by doing making questions and finding the answer?
5. By using strategies in post reading, what is the information you get in post reading?

Note

REPOSITORY



Chapter 10

UNDERSTANDING THE BASIC CONCEPTS OF PARAGRAPH



Learning Objectives

Knowledge:

The students are able to understand paragraph, identify main idea and topic sentence.

Skill:

The students are able to identify main idea and topic sentence.

Attitudes:

Students have disciplines, high spirit, good moral and performance.

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A. The Nature of Paragraph

B. Topic and Main Ideas

Further, every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. The topic sentence states the main idea of a paragraph. It is the one thing a paragraph about (Zadina et al., 2014). Every sentence in a paragraph in some way discusses or explains this topic. If you had chosen a title for the paragraph, the one or two words you would choose are topic. Topic is also not only naming the topic of the paragraph, but it also limited in one or two areas that can be discussed completely in the space of single paragraph. The specific idea is called controlling idea; it is to control the idea that want to be developed by the writer. One thing that you must remember is topic sentence is a complete sentence, which contains a subject, a verb, and (usually) a complement. It is usually (but not always) the first sentence in the paragraph. A topic sentence is the most important sentence in a paragraph.

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b. Registering for college classes can be a frustrating experience
(Topic)

for new students.

(Controlling Idea)

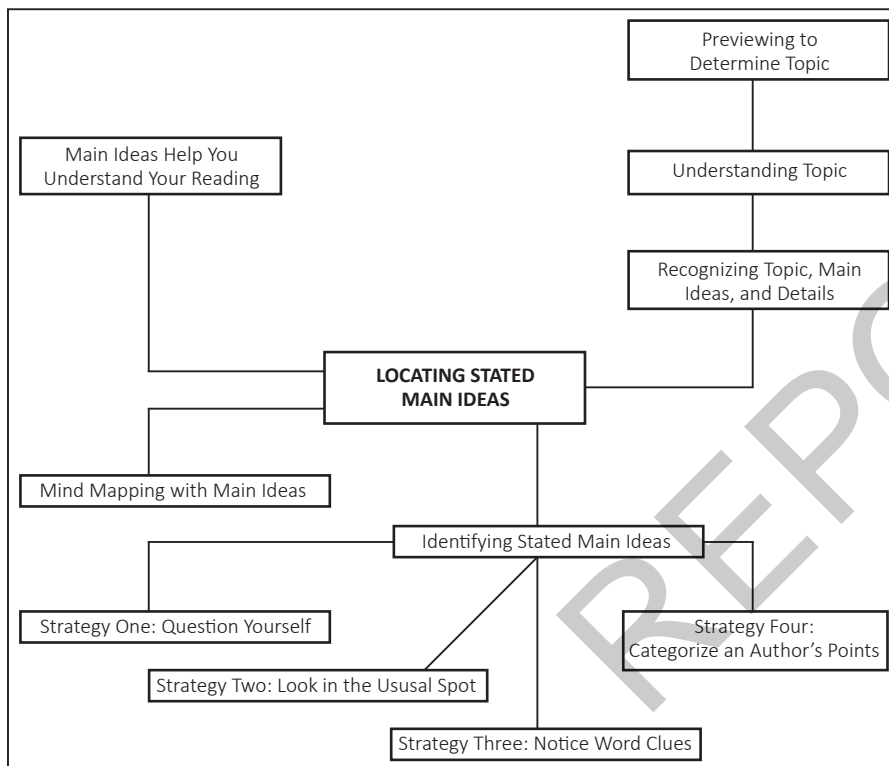
‘Gold’ and ‘registering’ are topics that want to be talked in developing paragraph from these sentences, and ‘two important characteristics’ and ‘for new students’ are controlling ideas that control the topics. No thing that wants to talk in developing the paragraph must be about the topic and the topic can be go away so far from the controlling idea.

c. The average American teenager consumes
(Topic)

enormous quantities of junk food

(Controlling Idea)

In this example, the topic is the average American teenager. The controlling idea about the topic states that the American teenager eats a lot of junk food that. Thus, the rest of paragraph should discuss the quantities and types of junk food that American teenagers eat (soft drinks, potato chips, candy bars, etc.).



Look the example of the sentences below:

a. Gold, a precious metal, is prized for two important characteristics.

(Topic)

(Controlling Idea)



Topic sentence: Oceans and lakes have much in common, but they are also quite different.

Topic: Ocean and Lakes

Main idea: The paragraph mostly discusses about the similarities and differences of oceans and lakes or the paragraph compares oceans to lakes.

Each main idea is supported by evidence or details called supporting details (ideas that prove, clarify, justify, or otherwise support the main idea).

C. Supporting Sentences

Supporting sentences develop the topic sentence. Supporting sentences can be stated as supporting details or supporting information. The detail information can be concrete support and explanation of the topic sentence. They explain and give information about main idea in the paragraph; they also give explanation about the topic sentence by giving reasons, examples, facts, statistics, or quotations. Supporting sentences are the sentences that support the main ideas or the topic of the paragraph. They support or explain the ideas given in the main ideas.

It was just what she wanted. Becky had enough money so she decided to buy it. When she touched the dress, Becky felt a strange feeling of excitement, as if there was something very special about it.

Topic is Dress; then main idea or topic sentence is “One day Becky went shopping”. The other sentences are the supporting sentences from the topic sentence above. The supportings are:

- a. She stopped to look at some dresses.
- b. Becky saw a lovely dress with different coloured stripes, like a rainbow.
- c. It was just what she wanted.
- d. Becky had enough money so she decided to buy it.

In conclusion, supporting sentences can be stated as supporting details. They support the main ideas by giving explanation, examples, or others to make the paragraph develop.

D. Concluding Sentence

- b. It summarizes the main points of the paragraph.
- c. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

Such in the paragraph about gold above, the concluding sentence is ‘In conclusion, gold is treasured not only for its beauty, but also for its utility’. The concluding sentence can repeat the main idea of the topic sentence in different words.



Example:

One day Becky went shopping. She stopped to look at some dresses. Becky saw a lovely dress with different coloured stripes, like a rainbow. It was just what she wanted. Becky had enough money so she decided to buy it. When she touched the dress, Becky felt a strange feeling of excitement, as if there was something very special about it. (Source: Louis Fidge)

- a. What is the topic of this passage?
- b. What is the topic sentence of the passage above?
- c. What is the concluding sentence?

4. Read the paragraph below!



South Tapanuli has several wonderful places to be visited. The first is Aek Sijornih which is a water tourism object. Aek Sijornih is known for the clean water and wonderful waterfall. The next is Saakhira View Aek Sabaon which has good and exotic views seem from beautiful mountains and rivers completed with family lodges. Our eyes will be spoiled with a very amazing view. The last is Hot spring Sapirok that makes the body relax after taking a bath there. The three places are awesome places to visit in your vacation time.

- a. Underline the topic sentence from the paragraph above!
- b. Which one is the supporting sentences from the paragraph?
- c. What are the time signals for the supporting sentences?
- d. How many wonderful places are in South Tapanuli based on the text?
- e. How is the Sakhiraa View look like?

E. Exercises

1. Read the paragraphs below, underlined

- a. Topic sentence (ts)
- b. Concluding sentence (cs)
- c. Transition (tr)

Give the codes as in the brackets below the underlining!

Our summer holidays last three months. During the last week of the holidays, we get ready for school. We buy pencils, pens, paper, new books, and copy books. On the first day of school, we see all our old friends again and we tell them about the holidays. After that, we go into class. It is so hard to keep quiet and pay attention to our teacher. He always says with a laugh. 'You forget more in three months than you learn in a year!'

2. Read the paragraph below!

A prophet is a human being who receives guidance from Allah, obeys Allah and invites others to obey Allah. Some of the prophets received books from Allah, others followed the books revealed to the prophets before them. Allah has sent prophets to all people at different times. Some of the well-known prophets are: Noah, Isaac, Jacob, Moses, Abraham, David, Solomon, Joseph, and Muhammad (peace be upon him). Muhammad (p.b.u.h) is the last prophet. All prophets worshipped Allah and taught us to worship Him alone.



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Biography



Dr. Eka Sustris Harida, M.Pd.

Borned in Alahan Panjang, Kabupaten Solok, Sumatera Barat at September 17th, 1975 in small lovely families. The first from 3 daughters of Arzinal Yasin, A.Ma.Pd., and Nurseha Munir. She got married in June 2001, and has a wonderful little family with Aman Muda Siregar with 3 great daughters: Addini Hayatunnuha Rahmadani, Najwa Syifa Qalbi, and Zahirah Husna Ramadhani.

Educational Backgrounds:

TK Puspa Gumanti, Alahan Panjang, Sumbar (1982); SD Inpres Belakang Pasar Surian, Sumbar (1988); SMP Negeri 1 Alahan Panjang, Solok, Sumbar (1991); SMA Negeri 10 Padang, Sumbar (1994); English Education Department of Universitas Muhammadiyah Tapanuli Selatan (2000); Master in English Education, Univ. Negeri Padang (2007); and Doctoral Program, Univ. Negeri Padang (2021).

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Job Experiences:

1. Chief of Research and Publication Center (Kapuslit). (2018 – 2022)
2. The Organizer of ELITE Organization Indonesia. (2018 – 2022)
3. Chief of Gender and Child Center (PSGA). (2014 – 2018)
4. Secretary of Thesis Unit (BINSI) STAIN Padangsidimpuan. (2010 – 2013)
5. Chief of English Program (TBI) STAIN Padangsidimpuan. (2007 – 2010)
6. The Members of Asosiasi Dosen Indonesia from. 2010
7. English lecturer at Univ. Muhammadiyah Tapanuli Selatan. (2000 – 2013).
8. English lecturer at STAIN / IAIN Padangsidimpuan. (2003 – now).

Social Experiences:

1. The Chief of 'Aisyiyah Organization Padangsidimpuan Tenggara. (2015 - now)
2. The Chief of Dikdasmen Pimpinan Daerah 'Aisyiyah Tapanuli Selatan. (2010 – 2015)
3. The Chief of Pimpinan Daerah Naswiatul 'Aisyiyah Tapanuli Selatan (2005 – 2010)
4. The Secretary of Pimpinan Daerah Naswiatul 'Aisyiyah Tapanuli Selatan. (2000 – 2005)
5. The Chief of Immawati Pimpinan Cabang Ikatan Mahasiswa Tapanuli Selatan. (1998 – 1999)
6. The Secretary of Pimpinan Komisariat Ikatan Mahasiswa Muhammadiyah Fakultas Keguruan dan Ilmu Pendidikan Univ. Muhammadiyah Tapanuli Selatan. (1996 – 1997)

Motto:

Work : hard work and selfless sincerity

Life : failure is the valuable lesson

