

READING AND COMPREHENSION: DIFFERENT BUT INSEPARABLE

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Reading is one among the most essential skills and place to begin of any individual to find out everything around him. It is significant to realize the importance of reading to achieve learning at school and throughout life. This skill empowers learners to know the text, images, and message to deepen their knowledge about beliefs, practices, and make sure that these are going to be transferred to the following generation and attach their previous experiences with their new learning. As one of the macro skills in language learning, reading skills must be developed among our learners in preparation for the higher stages of their studies. On the contrary, today one finds more access to text than ever, more specialized magazines, more books published, more newspapers, and more articles read on the web. This means that reading has become more important even before the boost of technological advancements.

Reading and comprehension are two different things, but inseparable. Reading is comprehension itself. If information is not processed, if comprehension has not taken place, then reading has not occurred. Through reading and by grasping knowledge within the text, comprehension developed. Comprehension development requires learners to obtain meaning from the processes of analyzing, interpreting, and responding to narrative and expository text. Analyzing seems to explore how ideas are organized and therefore the way that organization contributes to the meaning of a text. Then interpreting follows, as you are trying to look for meaning and the significance of the text in making adjustments and interpretations. You are asking yourself both what the text means and why it is vital, seeing how they relate to each other to look out for the meaning and importance of it. While the aim of an expository text is to explain, educate, give directions,

or enlighten the readers about what the text is all about and why it exists. Experts get to encompass themselves in writing and searching for related theories, strategies, methods, and reinforcements to encourage the development of the learners' knowledge and support their needs in reading.

A wide range of individual differences is identified as factors that influence the event and use of learning strategies in reading comprehension. Researchers should take individual factors like motivation, age, learning style, personality, sex, and intelligence differences under consideration to probe into the character of strategy use and development. Individual differences are the closest determinants that raise forms of learners' responses. Besides, situational factors like a classroom setting, method, task, then on also contribute to the various use of learning strategies. Learners' characteristics are not independent of one another: learners' varieties interact in complex ways, so researchers are not getting a real measure of an element if it's isolated from all the others. As a matter of fact, the other factors such as attitude, learners' belief and proficiency are associated with strategy use as well.

References: