

## PENGEMBANGAN TEORI MEMBACA

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### ABSTRACT

The theory of learning to read that is adopted by the proponents of learning reading skills is a theory that grows and develops in the Western world. It asserts that reading only occurs when there is visual information (writing) that can be understood (Goswami, 2007: 124), while the reality in Indonesia, the meaning of reading can be more specific (for example, recite the writing) and can be more extensive (for example, reading signs signs of God's power, which are not represented by writing). This narrow and broad meanings are not recognized by Western nations, while in the Islamic world, just reciting one letter of the Qur'an is worship. That is why this research must be carried out to obtain the right formulation of the meaning of reading for the Indonesian people, which would also be supported by reading experts in the East. This goal will be achieved through phenomenological research by interviewing leaders of 5 Islamic boarding schools and 5 madrassas, 5 language teaching experts, and FGDs who present language teaching experts and lecturers. Data in the form of recorded speech about the meaning of reading from respondents were made transcripts and analyzed using the analysis model of Miles, Huberman & Saldana (2014). Data validity is achieved through the role of intra-rater and inter-rater. The development of reading theory is expected to be able to broaden the perspective of reading from a culture that is closely related to oral tradition.

Kata Kunci: *the theory of learning to read, Indonesian context*