

CHAPTER II

LITERATURE REVIEW

A. Related Theory

1. The Nature of Reading

Reading is a communication skill in the same way that listening, speaking, and writing. Reading is a process because it consists of steps that move from one to the next. Reading is first defined by Aebershold and Field. Reading, as defined by Aebershold and Field (cited in Khalaji, 2012), is the process by which readers interpret written symbols in a text. This implies that reading is the reader's mental process or mental activity of attempting to interpret the perception of language's symbols. Reading is a deliberate activity with a variety of goals. Oral reading plays a significant role as a process, a way of thinking, a real experience, a vicarious experience, and a communication tool.

Reading is an activity that requires visual discrimination, word identification, rhythmic progression along a print line, accuracy in a return eye sweep, and rate adjustment. As a result, reading has a lot of goals to achieve. (Harmer) on Nurhaliza states that reading is useful for language acquisition: the more students read, the better the students get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing. Reading is a process to understand a written text which means extracting the required information from it as effeciently as possible. As a result, reading requires many tasks. It also involves real-world experience, thinking, and speaking. We are able to distinguish between reality and imagination through the material we read because reading provides vicarious experience. In this sense, reading is more than just knowing how to pronounce words on paper and recognize graphic symbols.

2. Difficulties of Reading

There are some reasons that make students have difficulties reading comprehension, such as vocabulary problem, uninteresting materials and teaching technique, and uncomfortable situation. Learning English as a foreign language for some students is considered as a difficult thing (Westwood, 2008) on Sonia. The factors that cause the failure in reading are the failure to understand a word or a sentence, how sentences relate to one another, how the information fits together in meaningful ways and lack of interest or concentration.

From the theory above, the researcher can conclude the readers have difficulties of reading in recalling background knowledge and lower on vocabulary. If the readers have lack of vocabulary, it makes the readers can not guess the meaning contextually. Furthermore, the readers have difficulties in guessing what the next is about, if the readers have lack of background knowledge of the text.

3. Reading Comprehension

The real foundation of the reading process is thought to be reading comprehension. The ability to comprehend what we read in terms of context and meaning is another component of reading comprehension. This comprehension is based on how written words interact with one another and how they trigger knowledge outside of the text or message.

Reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text. The brain goes through a number of processes sequentially when reading (simultaneously). The process of reading begins with the reader quickly recognizing words in the text. Next, the reader breaks down sentence structures into chunks of phrases and clauses in order to piece together the structure's overall meaning while

simultaneously recalling the known words and storing the unknown ones in working memory

Woolley (2011) on Nurhaliza states that reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences. Reading indicates that the interaction between the perception of language-representative graphic symbols and the readers' language abilities, cognitive skills, and knowledge results in the reading carrying out the written intention (Rizal, 2017).

4. Aspect of Reading Comprehension

It is ideal for students to be able to identify a few aspects of reading comprehension. The achievement in reading comprehension can be measured in a number of ways. (Grenall et al., 2014) identifies the following five aspects of reading:

1. Extracting the main ideas

It is essential to assist students in locating the passage's main ideas and to prevent them from becoming distracted by unfamiliar vocabulary.

2. Dealing with unfamiliar words

It is important to try to guess the general meaning of a difficult word. There are a number of activities that help readers deal with unfamiliar vocabulary without using a dictionary or asking the teacher to explain and translate it.

3. Understanding the structure of the text

Sometimes it's hard to figure out what information is important in a passage and where it belongs. Activities for organizing text help the reader understand what belongs in a passage and how sentences are logically joined together.

4. Linking ideas

A research often uses multiple words to describe the same concept. uses pronouns from time to time, like: can be hard to understand, but the context usually

explains what it means. The words used to connect ideas are the focus of this kind of exercise.

5. Inferences

A researcher might want you to comprehend more than just what they say. Activities bring the reader's attention to the passage's overall atmosphere. They also aid in vocabulary development.

There are four levels of complexity that are thought to occur in reading comprehension. According to Smith (on Peter 2001), these levels are frequently referred to as literal level, inferential level, critical level, and creative level.

1. level of literacy The fundamental details are comprehended at the literal level.
2. Level with inferences. The reader is able to go beyond what is written on the page and add meaning or draw conclusions at the inferential level.
3. Important level. At the critical level, the reader evaluates the accuracy, clarity, and sense of what they are reading, as well as any apparent exaggeration or bias.
4. level of creativity. The reader can use the information or concepts they have read to generate new ideas at the creative level. The creative level encourages the reader to think creatively.

Based on explanation above, reading comprehension is reading for enjoyment, comprehension, and meaning. The student should also be aware of the text's meaning, context, subject, and central idea in order to demonstrate reading comprehension. Therefore, the student can acquire more than just the text's knowledge.

B. The Kind of Technique in Reading

Technique is a specific way of doing something to improve reading efficeincy, comprehension and retention. “Technique is any of a wide variety of exercise, activity or

devices use in the language classroom for many realizing lesson objectives” (Brown 2001) on Sonia. Based on the theory Mikulecky & Jeffries (2004) on Sonia there are five technique that can be use in reading comprehension.

1. Skimming

Skimming is one of the tools that can be use to read efficiently. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, the overall understanding is reduced because the reader does not read everything. The reader reads only what is important for the purpose. Skimming takes place while reading and allows the reader to look for details in addition to the main ideas. The benefit of this technique is that it can allow you to familiarize yourself with a text. It is useful for reading passage in comprehension test, for answering cloze passages that test grammatical knowledge, or for reading academic articles or textbook chapters.

2. Scanning

Scanning means reading slowly and carefully and picking out certain key words or phrases. It allows you to pick out specific information from a text. It does not mean reading word by word, it just means reading carefully. The benefit of this technique is most useful for picking out the key learning points when ready for learning.

3. Prediction

Prediction is fundamental to comprehension. According to Duffy (2003), predicting is the strategy most relied upon as we begin reading. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. Students rely on previous study and experiences to make educated guesses about material to be read. The benefit of this technique is can prepare your mind to absorb, interpret, check, and confirm information.

4. Previewing

Previewing is a pre-reading skill by which the reader tries to gather as much information about the text as he/she can before reading it. The aim of previewing is to find out what readers going to be reading before actually they are read.

5. Making Inferences

Making an inference is a lot like the chemical process of forming a chemical compound, when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zwiers, 2005).

6. Summarization

Summarization is a technique in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas. According to Mikulecky and Jeffries (2004), summarizing is the process of retelling the important parts of a passage in a much shorter form.

The reseacher in this study only using summarization technique. The reason reseacher choose summarization technique because summarization technique is based on a learning process, and the perfect comprehension of a text. It is valuable practice for students in developing reading skills, and can improve their reading comprehension.

C. Summarization Technique

1. Definition of Summarization Technique

The summarizing technique teaches students how to identify the most significant ideas in a text, how to ignore irrelevant information, and how to meaningfully integrate the central ideas. "Summarizing technique involves taking the main ideas from a piece of text in different forms and explaining it in your own words. A summary is significantly shorter than the original text and to give an overview of

what you may have experienced, read, heard or watched. It is an important skills that is often used when gathering and presenting information” (Kissner) on Riska. Summarizing is a short text based on the material. Defines a state summary as a condensed form of written or spoken material that states the main points while leaving out everything else. The summary means reviewing material, identifying essential from irrelevant elements, and compressing large quantities of information into brief phrases.

A Summarization Technique is an organizational study strategy in which students reduce a larger selection of text to its bare essentials, the gist, the key ideas, and the main points using their own words, according to the theory presented above.

2. Steps of Summarizing Technique

The steps of summarizing technique instead of explaining every single detail of a trip recently taken or a movie recently seen, we choose to explain only the highlights or when giving directions, we explain only the most important decision points (not every street lamp or graffitied wall). According to Arkani (2010) on Hutapea, “There are three important summarization techniques. They are selection, rejection, and substitution.

Selection: Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resources. These aspects must be considered seriously while writing the summary. It is an important summarization technique as it helps to include all major ideas in summary. **Rejection:** Rejection is an important summarization technique. It is a process of removing unnecessary data. As cited earlier, try to reject repetitions, examples, illustrations, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary. **Substitution:** It is also an important summarization technique. Basically it includes synthesis. It is a mode of combining several sentences into one sentence. It is recommended to use sentence

substitutions, short sentences to replace lengthy sentences. Use of one-word substitutions is an added advantage in the summary writing process”.

Based on the explanation above, the writer concludes that the steps of summarizing technique in this research are: 1) Read the text until the meaning or main idea of the passage is clear. 2) Put the original text away to discourage any similarities between the summary and the source. Use your own words! 3) Be concise. Use only the central points of the source, anything that is not relevant to the main point should not be considered. 4) Avoid being repetitive. 5) It helps to use a highlighter or red pen to indicate the most important points of the article. 6) Juxtapose your summary with the original text. If they look the same then it's not really a summary.

3. Advantages of Summarization Technique

Method To make things easier to understand, it's best to look at the advantages of the summarizing method. The advantage of the summarizing technique is equally significant because it is frequently utilized to assess comprehension of a task or issue. Many miss understandings can be avoided if you can paraphrase clearly and accurately. Fergusson (2016) on Hutapeasays that summarization helps students learn more effectively, but teaching it can be difficult. With exercises at the end and a brief but crucial section on paraphrasing, this book is chock full of teaching and learning strategies for summarizing. Next, Lucas (2012) on Hutapea says that Summaries are good to use for research papers as a substitute for quoting or paraphrasing. A summary, like a quote or paraphrase, must also include the original text's author; This ought to be stated at the start of the summary.

Based on the explanation above, the writer concludes that the advantage of summarizing technique is important for note taking, for the same reasons as paraphrasing, it helps link new information to existing information, and cements the

most important information in our thoughts. This is especially useful and time-saving when skimming articles, papers, or websites for information that required to solved a problem. In the workplace, being able to summarize can save time, when checking your understanding of a task, describing a problem, preparing reports, or recommending solutions to problems. Meetings run faster, and documents are concise and clear.

D. The Kind of Texts in Reading

Text is the main written or printed part of boon and can be either written or spoke. (Feez & Joyce, 2006) on Rohmatillah says that ‘A text is any stretch of language which is held together cohesively through meaning. Text is classification into some types. There are some types of text in English, including:

1. Narrative Text

Narrative text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning. Narratives are usually told by a story teller.

2. Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occured and when it occured.

3. Exposition Text

Exposition text is a piece of text that presents one side of an issues. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument.

4. Procedure Text

Procedure text is a piece of text that gives us instructions for doing something. The purpose of procedure textcvt type is to explain how something can be done.

5. Argumentative text

Argumentative text is a type of writing that presents a clear stance on a topic and supports it with logical reasoning, evidence and persuasive.

6. Expository Text

Expository text is a type of writing that aims to explain, inform or describe a topic in a clear and logical way. It presents facts, definition and explanations without expressing personal opinions or emotions.

7. Descriptive Text

Descriptive text is a type of writing that aims to describe a person, place, object or event in detail. It helps the reader visualize the subject by using sensory details what something looks, sounds, smells, tastes or feels like.

The researcher in this study only using descriptive text. The reason researcher choose descriptive text because descriptive text can be use to test the effect of learning methods on student understanding, for example by analyzing test scores before and after the text is given. Descriptive text can also provide a detailed description by presenting detailed information about an object so that it helps researchers and research targets easily understand the contents of the text.

E. Descriptive text

The word "describe" comes from the etymological root "descriptive." Describe refers to drawing, illustrating, or picturing an object, location, or person in order to convey its visual appearance. On the other hand, descriptive genres can also describe an idea or point of view in order to produce a visual representation of it. To put it another way, the descriptive genre is the way to describe or illustrate an object, person, or idea so that the reader can actually see it with their own eyes. According to Suryana (2008) on Dirgehasa, descriptive text can be used to depict people, places, events, times of the day, or seasons.

A text that attempts to visualize what the author is describing is referred to as a descriptive text. A specific thing, place, or individual can be described using the term "description." The text that is descriptive stands out significantly from the other types of text. The text that describes something is called descriptive text. "The writer of description creates a wordpicture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader," (Wyrick) on Lailatul et al, 2013.

In addition, descriptive text is a paragraph that is defined as a collection of sentences that are closely related in thought and serve a single comment purpose. These sentences are frequently used to describe the appearance and behavior of a person, a location, or an object. In addition, according to Pardiyono (2007) on Asih, "a description paragraph is a type of written text paragraph that aims to provide the reader with a clear description of an object living or inanimate and serves the specific purpose of doing so".

According to the preceding explanation, descriptive text is writing that includes a description, characteristics, and definition of an object, person, or situation.

F. Previous Study

Muryati (2009) The study's title is "The Effect of Using a Summarizing Strategy on Reading Comprehension in Intermediate EFL Learners." According to the findings of this study, the application of summarizing in the teaching and learning of reading comprehension demonstrates that: 1) summarizing has a positive effect on students' comprehension of the text; 2) summarizing indicated that there is a significant difference between students who are assisted in reading comprehension and students who are not assisted in reading comprehension.

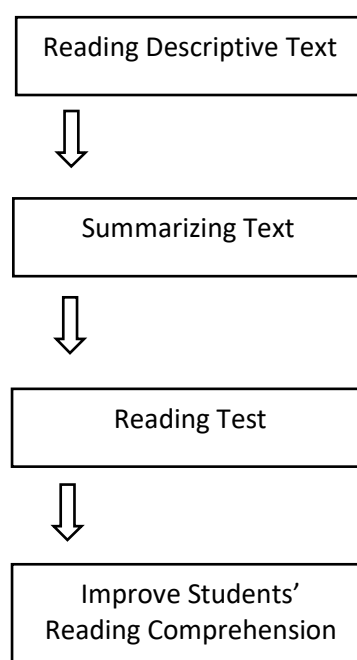
In 2013, Mita Eke Purwandani "Improving Reading Comprehension Through Summarizing Activities to the Eight Grades Students of SMP Muhammadiyah 8 Yogyakarta" is the title of the paper. According to the following result, summarizing

activities could improve students' reading comprehension. First, students' comprehension of the text has improved. The majority of students actively participate in reading comprehension activities, with 18 out of 20 students doing so. Second, the majority of eighth-grade students are eager to discuss their reading comprehension. Thirdly, the increase in the mean score (comparing the post-test result of 78-80 to the pre-test result of 60-75) indicates an improvement in students' reading comprehension. In conclusion, activities that summarize material might help students comprehend what they are reading.

Yuspar wrote about this in his journal under the heading "Teaching Reading Comprehension to Eleventh Grade Students of the State SMA 1 of Palembang" According to the findings of the study, the author discovered that the average pre-test score was 6.44 and the average post-test score was 7.52. Because the t-obtained (12.00) was higher than the t-table, the calculation of the t-test indicates that the summarizing strategy was effective in teaching reading comprehension to eleventh-grade students in the state of SMA 1 Palembang. The alternative hypothesis (H_a) was therefore accepted. It can be concluded that using the summarizing strategy to teach reading comprehension to eleventh-grade students at the state SMA 1 Palembang was effective.

G. Theoretical Framework

The theoretical framework in this research is shown in the diagram as follow:



The conceptual framework above tell us about the observation process

1. Descriptive Text

Reading texts are the texts that must be learned by the students as reading material. According to the related material in Senior High school, the writer wants to make limit investigate is reading descriptive text.

2. Summarizing Text

There are many technique of reading comprehension. As one of them, summarizing is a technique in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas.

3. Reading Test

The writer make a limited investigation is the ability of summarizing text and get data by reading test.

4. The students' reading skill in reading comprehension.