

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: 1) General overview of Reading, 2) Type of Reading, 3) Reading Process, 4) Reading Strategy, 5) The purpose of Reading, 6) Teaching Reading, 7). Narrative text, 8) Summarizing Technique, 9) Previous Study

A. General overview of Reading

Many experts have given their definition about reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language. Reading is certainly an important activity for expanding knowledge of a language (Patel and Jain, 2008: 113).

Reading skill is an important tool for academic success. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading and listening involve processing ideas generated by others that are transmitted through language. According to Grellet (2010:8), reading is an active skill. It

constantly involves guessing, predicting, checking, and asking oneself questions.

Reading is the construction of meaning from a printed or written message (Richard et al., 1992:12). Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

Language ability is identified by some as a set of language skills. A great deal of teaching and testing materials are organized around one such proposal, that of the four skills of listening, speaking, reading, and writing. It is often claimed that sets of reading components provide useful frameworks on which to base course teaching.

B. Types of Reading

According to Patel and Jain, 2008:117, there are four main ways of reading:

a. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

b. Extensive reading

Material for extensive reading will be selected at the lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit and which learners are enabled to read without any audible whisper.

C. Reading Process

In very real sense, reading process is a progress report. It means that a major reason for the lack of forward motion in attempts to develop more effective reading in striation was a common failure to examine and articulate a clear view of the reading process it self.

Patel and Jain, 2008:113 say that, the process of reading may be broadly classified into three stages:

1. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance her recognize the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
2. The second stage is the 'structuring stage'. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
3. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.

D. Reading Strategy

Reading involves a variety of skills. In this study the writer will only use three the corresponding types of activities to develop the corresponding reading skill:

1. Skimming

The writer presents some definition of skimming from some sources. According to Erfort, 2000:2 say that, skimming is a technique where you gloss over an article to see whether or not it contains information that is of interest to you. This technique makes it possible for you to quickly and understands the message of the reading.

2. Scanning

According to Erfort, 2000:2 state that, scanning is used to find specific information in a reading. There are four specific information in scanning; dates, places, names and page numbers. This technique is used to assess the value and relevance of the reading. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

3. Close reading

According to Kosak, 2011:7 say that, close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed word, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

E. The Purposes of Reading

The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said.

There are two basic purpose of reading ability:

- a. Reading for information. It is reading to study for goal such as to obtain factual information and solve problem.
- b. Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite" sport, comics, article, fairy tale and movie program (Erfort, 2000:1)

F. Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to determine what is likely to prevent a child from comprehending a given text.

In the classroom, the teacher's job to promote these three learning process by the use of appropriate teaching act. Thus, the teacher presents and explains new material in order to make it clear, comprehensible and available for learning, gives practice to consolidate knowledge, and test. In order to check what has been mastered and what still needs to be learned or reviewed. And also, the teachers' responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading. Each learner will have different strengths to build on and different weaknesses to overcome.

Therefore there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks (Hedge, 2000:205).

G. Narrative Text

English must be learned as a second language that is the major language spoken in the language of instruction in the school where English is though as the foreign language. To make the student can enthusiastic in learning reading, the teacher must select interesting reading text to teach reading.

Narrative text is a text which contains about story and its plot consist of climax of the story then followed by the resolution. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which

in turn find a resolution. According to Keraf, 2007: 135 stated that narrative is discourse which try to tell an event or story as if as the reader or listener look and experience that event directly. Furthermore by dictionary definition of narrative is description of skill of telling a story. From the statements above, the writer conclude that narrative is a description of event and story such as a novel, fables or legends. Thus, narrative text is a kind of text to retell the story that past tense.

According to Isdaryanto (2011), there are several types of narrative text:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional narrative performed in a conversational mode.

2. Fable

A fable is a short allegorical narrative making a moral point, traditional by means of animal characters who speak and act like human being the example of fable in narrative text.

3. Fairy Tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "Conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls dwarves and usually magic or enchantments.

4. Science Fiction

Science fiction is fiction based upon some imagined development of science.

A narrative text will consist of the following structure:

- a. Orientation is introducing the participants and informing the time and the place.
- b. Complication is describing the rising crises which the participants have to do with.
- c. Resolution is showing the way of participant to solve the crises.

H. Summarization Technique

Summarization technique is a technique to help the students reading process. By teaching summarizing technique, teacher can enhance students' ability to synthesize and organize information in a way that captures the main ideas and supporting details.

a. Definition of Summary

A summary is not a rewrite of the original piece and does not have to be long nor should it be long. Hill and Flynn (2006:9) state that, summarizing is primarily about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a condensed form. The student will be creative to summarize the text with their own language and they will be motivated to study and to read the material well. Of course, they will get many new English vocabularies.

A successful summary is not an exposition of the writer's own opinions, but a distillation of the essential points in an original text. When teaching summarizing skills, three points should be emphasized: (1) summaries are shorter than original texts, (2) they contain the main ideas of a text, and (3) they are in reported speech. An interpretative critique evaluates some (or all) of the issues raised in a text.

Summarizing is primarily about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a condensed form. There are several generalizations from the research on developing summarizing skills. The research makes clear students must engage in three activities when effectively summarizing: deleting information, substituting information, and keeping information. Moreover, to successfully engage in these three activities, students must analyze the information at a fairly deep level. Research also indicates that familiarity with the structure of the information being summarized makes the process easier. (Hill and Flynn: 2006:9)

Jones (2006:1) defines summarizing strategy as a reading strategy by which the reader takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. Readers strip away the extra verbiage and extraneous examples. They focus on the heart of the matter. They try to find the key words and

phrases that, when uttered later, still manage to capture the gist of what they have read. They are trying to capture the main ideas and the crucial details necessary for supporting them.

To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing the summary is to give the basic ideas of the original reading.

b. Three Important Summarization Techniques

There are three important summarization techniques. According to Jones (2006), they are selection, rejection and substitution.

1. Selection: Selection is an important summarization technique. It is essential to select key words, major idea, and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing these summary. It is an important summarization technique as it helps to include all major ideas in summary.

2. 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.

3. 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.

Selection, rejection, and substitution are three important of summarization technique. It can be as a technique or step to summary the reading text.

c. The Procedure of How to Teach Reading

Jones (2006) provides for the following procedure of how to teach reading through the summarizing:

- a. After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- b. Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- c. Teach students to go with the newspaper mantra: have they used the keywords or phrases to identify only Who, What, When, Where, Why, and How.

- d. Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the headless stories.
- e. Sum It Up: Pat Widdowson of Surry County Schools in North Carolina shared this very cool strategy. How's it work? The teacher has students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. The students make a summary and then the summary send to the teacher. The teacher can adjust the amount they have to spend, and therefore the length of the summary, according to text they are summarizing.

I. Previous Study

This part presents some previous study which related with the study that the researcher conducts. There are two previous studies:

1. The research that had been by Wilda (2013) entitled The Effectiveness of Using Summarization Technique in Teaching Reading Comprehension of The Second Year of MTsN Pucanglaban Tulungagung in Academic Year 2012-2013. This research used pre-experimental design. This research focused in the students will be interested and not feel bored in the teaching English, especially in reading comprehension. So, the researcher used summarization technique helped by guided reading.

The result of this study was written that the students' mean score in teaching reading comprehension before they are taught using summarization technique was 84.37. While the students' mean score after they are taught

using summarization technique was 90.43. In other words, summarization technique can be used as an alternative to teach reading comprehension to the students at SMP level.

2. Improving Students' Reading Comprehension through Summarizing Strategy at Junior High School

This study was done by Asty, this research used Classroom Action Research of applying the summarizing strategy was conducted. The results showed that the application of the summarizing strategy to reading comprehension classes successfully improve students' performance on reading comprehension tests. This success was confirmed by increasing average students score during cycle 1 to cycle 2. The average score during cycle 1 was 64.13, the average score during cycle 2 was 69.88, and that during cycle 3 was 72.38. Furthermore, students' perceptions of the application of summarizing strategy to reading classes were also improving.

These were supported by average percentages of positive perception of 40.5 in cycle 1, 73.9 in cycle 2, 84.6 in cycle 3.

From two previous studies above the researchers only select the summarization technique in teaching reading comprehension. However, this research is different from both researchers above in term of location and also kinds of reading text, means it is focus on narrative text.