

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes definition of reading, definition of reading comprehension, the factors that influence reading comprehension, the purpose of reading, teaching reading, the principles behind the teaching of reading, and Summarization Technique.

A. The Definition of Reading

Many experts have given their definition about what 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 (River:1968:24). 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. Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. According to Grellet, Reading is an active skill. It constantly

involves guessing, predicting, checking, and asking oneself questions (Khoiriyah:2010:1).

Reading is the construction of meaning from a printed or written message (Richard:1998:12). Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

a. Types of Reading

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension.

1. Initial reading

It is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words).

2. Reading comprehension

It is an activity aimed to understand the messages of a particular text (Cahyono:2011:49).

Initial reading and reading comprehension are the types of reading which have the advantage. Initial reading very useful to used for the children who are learning to read English. For example is how to read the alphabets. While reading comprehension is understand the message of the text fully.

b. Extensive Reading and Intensive Reading

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Whereas with the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding-often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference (what is behind the words) and attitude.

1. Extensive Reading

One of the fundamental condition of successful extensive reading programme is that student should be reading material which they can understand (Harmer:283). If they are struggling to understand every word, they can hardly be reading for pleasure-the main goal of this activity. This mean that we need to provide books which either by chance, or because they have been especially written, are readily accessible to our students. Specially written materials for extensive reading-what Richard Day and Julian Bamford call language learner literature are often referred to as *graded readers* or *simplified readers*. They can take the form

of original fiction and non-fiction books as well as simplifications of established works of literature.

2. Intensive Reading: The Roles of the Teacher

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and task (Harmer:286). However, there are further roles we need to adopt when asking students to read intensively.

- a. Organizer: we need to tell students exactly what their reading purpose is, give them clear instruction about how to achieve it and explain how long they have to do this. Once we have said *You have four minutes for this*, we should not change that time unless observation suggest that it is necessary.
- b. Observer: when we ask students to read on their own, we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively. It will also tell us whether to give them some extra time or, instead, move to

organizing feedback more quickly than we had anticipated.

B. The Definition of Reading Comprehension

There are many definition of reading comprehension. A prevalent and current view is that comprehension is a special kind of readers comprehends by actively constructing meaning internally from interacting with the material that is read (Alexander, 1977: 160).

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1).

Comprehension is the process of generating meaning from varied sources-directly observing phenomena, reading, looking at a sign, cartoon, painting, listening to a lecture or discussion, viewing a film (Robert:63). Comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old. Comprehension is an evolving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Comprehension is constructing meaning

from the printed material (Wilma H:2000:183). It is an interactive process that requires using prior knowledge in combination with the printed material. The developmental nature of comprehension is enhanced when the child interacts with others about aspects of the material after it has been read.

According to Smith and Johnson (1980) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. Reading comprehension means understanding what has or have been read. Reading is a complex process in which the reader uses mental content to contain the meaning from written materials it means that the reader is supposed to recognize the meaning of printed words (Smith:1988:27). It can be said that reading comprehension is the capability to understand or grasp it ideas of one passage. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities .When we read, we should be able to recall information afterwards. Meanwhile, according to Jannette Klingner “Reading comparison is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. The RRSg define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Chaterin:2002:1).

a. The Elements of Reading Comprehension

There are three elements in reading comprehension:

1. The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Chaterin:2002:14).

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text,

higher-level linguistic and semantic processing, and self-monitoring for comprehension.

These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements (chaterin:2002:11).

The amount of information gained in reading will vary greatly depending on several factors. One of the reasons for reading .if you only want to find a particular fact, such as a date, name, or place, at would be silly to begin at the opening of a book and study the whole thing carefully. On the other hand, if you want to have a very complete understanding of a topic, you will not get it by skimming over the book quickly and superficially.

For most reading purposes your best approach will be somewhere between quick skimming and a total, all-out effort to completely master the material. That means you have to decide in each case how slowly and carefully to read. We usually do so without thinking about the process of deciding on an approach for example. Think about how you approach the telephone book. You don't usually spend time deciding whether to skim, scan, read, or study it. You go ahead and scan it. Looking for the one number you want .however, if you didn't already know the telephone book was organized you would

have to pay some attention to how to find what you wanted. In many cases when you begin looking at a new book, you do need to spend a moment examining it and deciding how to proceed.

b. The Level of Reading Comprehension

The level of reading comprehension involves more of an active role on the part of the reader (Heilman:246).

1. Literal comprehension. This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author's message is received but not examined, evaluated, or utilized in any way.
2. Interpretive comprehension. At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the message. It requires a more active participation on the part of the reader.
3. Applied comprehension. At this level reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation.

4. Critical comprehension. At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

Generally the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.

c. Factors that Influence Reading Comprehension

There are many factors that might affect comprehension of printed materials.

a. Background Knowledge

Familiarity with concept of a reading material being read, both through experience of knowledge can make a reader easy to comprehend. Burhanuddin (1997 : 49) stated that the low achievement of standing in reading caused by insufficient of basic knowledge had more effect on understanding of implied than an explicit information.

b. Vocabulary

One of the important factors influencing a readers comprehension is the familiarity with the vocabulary, where the

successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabularies in a reading selection are familiar to the readers.

c. Teacher Influence

The teacher may give retention of information contained in printed material and this help students cope successful with reading assignment. There are some teacher's role to the students. That are encourage the students to apply what they have read, have them constantly evaluated the material that they have read, encourage the students to tell something about a book to other students, and encourage students to think of their own ways or reporting on books or stories.

C. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what already know (www.iwu.edu/). 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.

D. 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 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).

E. The Principles Behind the Teaching of Reading

There are some principles to teaching reading (Harmer:1998:70):

1. Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand argument, and work out if we agree with them. If we do not do these things and if the students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

2. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to the study reading text for the way use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to

express their feelings about the topic-thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

5. Match the task to the topic

We would give students Hamlet's famous soliloquy "to be or not be" and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be a reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are. Once decision has been taken about reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaged and useful

puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenge tasks.

6. Good teachers exploit reading text to the full.

Any reading text is full of sentence, word, ideas, descriptions etc. It doesn't make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for *study* and later *activation*.

There are some principle behind the teaching of reading which explained above. That are reading is not passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not just to the language, prediction is a major factor in reading, match the task to the topic, and the last is good teachers exploit reading text to the full.

F. Testing Reading

Reading is probably the most common of the four skills to be tested, and it may seem to be the easiest of the skills to test. However, testing reading does have difficulties, and there are issues that anyone testing reading should be aware of (<http://www.cis.doshisha.ac.jp/kitao/library>).

Reading skill is a receptive skill. The task of language tester is, then, to set reading tasks which will result in behavior that will demonstrate their successful completion. The reading macro-skill are scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. The micro-skill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between part of text.

The reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The texts can be in the forms of newspaper report, advertisement, editorial, etc.(Ida:40).

The techniques that might be used to test reading skills are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

1. *Multiple choice* The test-takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weakness have been presented earlier.
2. *True/false* The test-takers should respond to a statement by choosing one of the two choices, true or false.

3. *Completion* The students are required to complete a sentence with a single word.
4. *Short answer* It is in the form of questions and requires the students to answer briefly.
5. *Guided short answer* This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.
6. *Summary cloze* A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test-takers. This is really the extension of the guided short answer.
7. *Information transfer* One way to minimize demands on writing by test-takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.
8. *Identifying order of events, topics or arguments* The test-takers can be required to number the events etc.
9. *Identifying referents* One of the micro skills listed previously was the ability to identify referents.
10. *Guessing the meaning of unfamiliar words from context* (Ida:41).

The techniques above are among the many techniques of testing reading. In scoring the reading test, Hughes (1989) suggested that errors of grammar, spelling or punctuation should not be penalized, as long as it is clear that the test-taker has successfully performed the reading task

which the item set. The function of a reading test is to test reading ability (Ida:42).

G. Summarization Technique

a. Definition of summarizing

A summary is a short or condensed version of the information you have read (Skidell:2001:158). A summary is a short statement or statements that give only the main points or core information of something excluding redundant information (kalyan-city.blogspot). Basically it reproduces main points of a speech, article, section, chapter or book. It does not strive for the style and tone of the original. Summarization is a skill and requires proper guidance, constant practice, special efforts and proper training.

When teaching summarizing skills, one of the first concepts to convey is how summaries, paraphrases, and interpretative critiques differ. Each of these genres varies in key ways. To highlight some of the differences, word maps may be useful. The word map in Fig. 1. demonstrates some of the ways summaries, paraphrases, and interpretative critiques contrast.

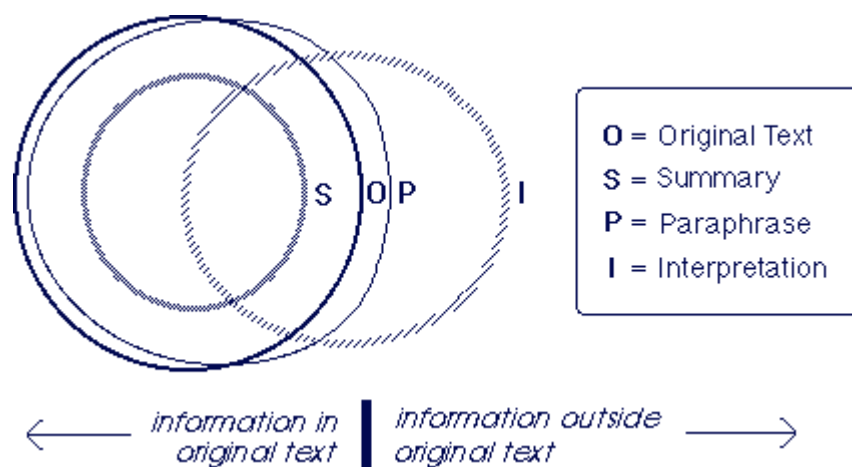


Figure 1. - A graphic representation of the differences between summaries, paraphrases, and interpretations.

Several points concerning these terms should be clarified.

A paraphrase attempts to express the same ideas of an original text in different words. Different wordings naturally result in slightly different shades of meaning. However, successful paraphrases achieve nearly the same meaning as an original text. No attempt at brevity is made in paraphrasing. Indeed, if extensive circumlocution is used, a paraphrase may be longer than its original text.

A summary, by contrast, is an abridgement expressing the main ideas of a text passage through reported speech. 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. Successful interpretative critiques offer new critical perspectives regarding some (or all) of the ideas stated in an original passage by introducing information outside of the original text passage.

b. Three Important Summarization Techniques

There are three important summarization techniques. They are selection, rejection and substitution (kalyan-city.blogspot).

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. First, selection, you must find out about main idea, key words, and phrase from the text. After that, you can reject or removing unnecessary data, such as repetitions, examples, tables, illustrations, etc. The last steps, you must substitute. Here, you can combine several sentence into one sentence or make the lengthy sentence became short sentence.

c. Essential Steps To Summarization

1. Use perfect reading skills : As cited earlier, reading is a skill. If proper steps are taken, it will remain multi-beneficial. It also plays vital role in summarization skill.

In the process of summarization, it helps to segregate following aspects of reading material.

- Facts and opinions
- Examples, figures, tables, anecdotes
- Main ideas and supporting ideas
- Most important and redundant or less important points

The information of these factors will lead better understanding and select core information to write a summary.

2. Underline or note-down major idea : An important stage in the process of summarization is to note-down or underline major ideas during the reading stage. It helps to collect and reproduce major ideas while writing summary. This stage requires best selection and perfect analytical skills. The wrong selection will be futile and create chaos. The notes taken or underlined segment will become the base of a summary.
3. Check for appropriation : After collecting (i.e. noting-down) major points, summary writer is directed to check for appropriateness of ideas to be reproduced in the summary. If proper steps are not taken, the collected points may misguide and not help to reproduce the perfect summary.
4. Prepare the first draft : Next important step in summary writing is the preparation of first draft. In this stage try to frame simple, self-dependent, short sentences and club points to develop logical link. This draft must be a complete, candid and include maximum points. Enough care is required to avoid needless repetitions and omit examples, anecdotes, and other redundant data. It is also essential to develop structured paragraphs during this stage.
5. Tailor and limit your summary : First draft always requires proper brush up and improvements. Hence, it is essential to check for perfectness. During this stage it is recommended to check for complete package and logical arrangement. It is recommended to select and reproduce theme and

meaning or message of the story, table or statistical data, use your own language and active voice. It is also essential to write objectively and insert link between each segment with the help of words such as, therefore, because, as, nevertheless, however, on the other hand, such as and others to write a professional summary. It is also essential to adjust length of summary. It must not exceed $\frac{1}{3}$ rd of the original text (kalyan-city.blogspot).

There are five essential steps to summarization technique. Some of the teacher who use the summarization, they use that steps above. That are use perfect reading skills, underline or note-down major idea, check for appropriation, prepare the first draft / outline, and tailor and limit your summary.