

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Reading**

##### **1. Definition of Reading**

Many people define reading in many different ways. Each definition does not fit every person is opinion. According to Tarigan (1986: 7), reading is a process carried out and used by reader to acquire message that is conveyed by the writer through word symbols, and the meaning of the words could be seen and known by a reader.

Further, Dechant in Leu (1987: 9) states that reading is more complex: reading cannot occur unless the pupil can identify and recognize the printed symbol, and generally, the pupil gives the visual configuration from the aspects of reading process.

From the definition above, it can be concluded that reading is a process of conveying and acquiring a message graphically from the writer to the reader.

##### **2. The Importance of Reading**

In learning English, some basic skills have to be mastered by a learner. The skill consists of listening, speaking, reading and writing. Among the basic English skills, reading seems to have a very important role because without reading, the students cannot enlarge and develop their intellectual skill better.

This is because of the fact that reading can give significant support towards the other skills especially writing because there have been many studies showing that high correlation between reading must get serious attention that the teacher can accommodate and encourage students to be able to master reading skill very well. According to Widiyanto in Tursijah (2006: 8), there are five points in the importance of reading.

- a. Reading is the most full learning resources.
- b. Reading is the cheapest learning resources.
- c. Reading is the easiest learning resources.
- d. Reading is the most speed learning resource.

Ramelan (1990: 1) also states that reading is important. Reading plays a very important part in our life. Reading can explore the world, countries that have never been visited before, and the minds ideas of great people in the past, all of which will enrich experience and knowledge and broaden the horizon. To students, reading is also something crucial and indispensable since the success of their study depends for the greater part on their ability to read. If one has poor reading skill, he is very likely to fail on his study or at least he will have difficulty in making progress. On the other hand, if he has a good reading ability, he will have a better chance to succeed in his study at school”.

Based on two statements above, it can be concluded that reading is one of the important skills because the one will get more information and knowledge from reading.

### **3. The Purpose of Reading**

There are some purposes of reading.

- a. Reading for understanding: the students read in order to understand the ideas in the text.
- b. Reading for default of fact: the students read to get default information of the text.
- c. Reading for inference: it is to find out the conclusion from the action or the ideas in the text.
- d. Reading of memorization: the students read the text to fix the association and serve immediate recall.
- e. Rapid reading: this reading is demands the students to expand his general knowledge.
- f. Reading for enjoyment: this reading is just for fun. The materials are such as fictions, short stories and poem.

(Tarigan, 1987: 45)

### **4. Reading Comprehension**

Reading comprehension is the process of understanding and constructing meaning from a piece of text. In comprehending the reading material, the most important thing that needs to be considered is the components of reading comprehension. Leu and Kizer (1987: 30-38) state that there are six components of the reading comprehension process.

a. Decoding knowledge refers to the knowledge a reader uses to determine the oral equivalent of written word.

b. Vocabulary Knowledge

The knowledge is about meaning used to determine the appropriate meaning for a word in a particular context. It is important at all grades level, but is particularly important aspects of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactical Knowledge

It includes understanding word-order rules that exist within sentences and permit you to determine that grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

Traditionally, it refers to the student's ability to benefit from initial reading instruction and also refers to the student's ability to read and understand a particular selection. It describes the abilities required for reading and comprehending any particular piece of printed material.

f. Affective Aspects

In reading comprehension, affective aspects include both interest and attitude. This increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading. Affective aspects are important to consider at all age and grade levels.

**5. The Macro and Micro Skills of Reading Comprehension**

According to Brown (2004: 188), there are some macro skills and micro skills representing the spectrum of possible for objective in the assessment of reading comprehension:

a. Macro Skills

- 1) To recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) To recognize the communicative functions of written texts, according to form and purpose.
- 3) To infer the context that is not explicit by using background knowledge.
- 4) To describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) To distinguish between literal and implied meanings.

- 6) To detect cultural specific references and interpret them in a context the appropriate cultural schemata.
- 7) To develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

b. Micro Skills

- 1) To discriminate among the distinctive graphemes and orthography of English.
- 2) To retain chunks of language of different lengths in short term memories.
- 3) To process writing at an efficient rate of speed to suit the purpose.
- 4) To recognize a core of words, and interpret word order patterns and their significance.
- 5) To recognize grammatical word classes (noun, verb, etc), system (e.g., tenses, agreement, pluralization), pattern, rules, and elliptical forms.
- 6) To recognize that plural meaning may be expressed in different grammatical forms.
- 7) To recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

From some micro skills called above, the writer used some macro and micro skills in teaching reading to know whether Paraphrasing strategy is effective in teaching reading procedure text in SMK.

a. Macro Skills

- 1) Skimming text for gist and for main idea, scanning text for specific information (names, date, key words).
- 2) Understanding given information stated in the passage.
- 3) Recognizing the communicative functions of written text, according to form and purpose.

b. Micro Skills

- 1) Identifying referents of pronoun.
- 2) Using context to guess meaning of unfamiliar words.

c. Evaluation

According to Dauglas (2001: 308), there are some evaluations to the technique.

- 1) Doing: the reader responds physically to a command.
- 2) Choosing: the reader selects from alternatives posed orally or in writing.
- 3) Transferring: the reader summarizes orally what is read.
- 4) Answering: the reader answers the questions about the passage.
- 5) Considering: the reader outlines or takes notes on a passage.
- 6) Extending: the reader provides an ending to a story.

- 7) Duplicating: the reader translates the message into the native language or copies it (beginning level, for very short passage only).
- 8) Modeling: the reader engages in a conversation that indicates appropriate processing of information.

From some evaluations above, the writer chooses one of them to be the instrument in this research. One of the evaluations is 'choosing' from alternatives posed orally or in writing. The writer used one type of test to collect the which means that the students select data, which is multiple choice. The writer made the test whose total number of test is 35. It contains 35 items of multiple choice. The writer uses the multiple choice because it recovers the micro skills such as understanding given information stated in the passage, to recognize the communicative functions of written text according to form and purpose, understanding context inference that is not explicit by using background knowledge, identifying referents of pronoun, and using context to guess meaning of unfamiliar words.

## B. Procedure text

### 1. Definitions of Procedure Text

There are three general definitions of the procedure text:

- a. Texts that explain how something works or how manual operation instruct like how to use video, computer, tape recorder, photocopier, fax, etc.
- b. Texts that instruct how to do a particular activity like recipes, rules for games, science experiments, road safety rules, etc.
- c. Texts that deal with human behavior such as how to live happily, how to succeed, etc.

From the definition above, it can be underlined that the procedure text is

- a. text that explains how something works or text that explains how to use instruction guide or usage like how to use video, computers, copiers, fax, etc.
- b. text that shows how to perform certain activities, like recipes, rules, play games, scientific experiments, road safety rules, and
- c. text associated with human behavior like how to live happily, successfully, etc.

## 2. The Feature of Procedure text

### a. Generic Structure of Procedure

- 1) Goal: Showing the purpose
- 2) Material: Telling the needed materials
- 3) Step 1-end: Describing the steps to achieve the purpose

### b. Language Feature of Procedure

- 1) Using temporal conjunction like next, finally, firstly, secondly
- 2) Using action verb such as put, dry, etc
- 3) Using imperative sentence for example dry a handful seeding, put it, etc
- 4) Using Simple Present Tense like planting is a nice activity, the following is a guided information

## C. Paraphrasing

### 1. Definition of Paraphrasing

The strategy utilized in this research is *paraphrasing*. It is used as a catalyst for self-explanation. According to McNamara (2004: 1-30), describing the text in one's own words serves two functions. First, it allows the reader to transform the material into a representation that is more familiar and consequently more memorable. Second, the ability to paraphrase roughly translates into the most basic level of comprehension because, to paraphrase successfully, one must be able to process the basic

structure and grammatical relations of the sentence to transform the verbatim text into more familiar words

The ability to comprehend written text is one of the most complex and critical activities people perform every day. From the time one wakes up in the morning until the time one rests at night, one is bombarded with thousands of written messages. Although successful comprehension is often an easy job for skilled readers, the processes underlying the chain of activities which are mandatory for comprehension to take place are complicated. In other words, successful comprehension entails a highly integrated set of activities that involves both lower level decoding abilities and higher-level integration abilities (Long, Oppy, and Seely, 1994: 1456–1470).

Furthermore, the paraphrasing strategy is a reading comprehension strategy that has been found to increase reading comprehension (Schumaker, Denton & Deschler, as cited in Lee & Von Colln, 2003: 4). They go on to say that the strategy is popular in part because it is a logical approach used informally by many teachers and is easily incorporated into classroom instruction (Lee & Von Colln in paraphrasing journal 2003: 4 ). Their study contributes to the knowledge based on the effectiveness of the paraphrasing strategy in showing a positive effect in reading comprehension.

From the definition above, it can be concluded that paraphrasing is the strategy in reading to make the readers easy to understand the text by changes the words into their own word. This technique improve the student ability in comprehending the text especially procedure text.

## **2. The Purposes of Paraphrasing**

The purpose of Paraphrasing is to aid reading comprehension by helping students find the most important information in a given reading selection. This strategy is developed at the Center for Research on Learning at the University of Kansas. Schumaker et al. (1984: 17) found that students improved their reading comprehension 36% after learning paraphrasing. It also has been effective for increasing reading skills for adolescents in middle school and high school with and without LD (Ellis & Graves, 1990: 2-10). However, no study to date has investigated the efficacy of paraphrasing strategy for improving the reading skills of elementary-level students with disabilities.

### 3. The Importance of Paraphrasing in Reading

Hornby (1987: 39) states that studies in specific reading skills especially adapted to the task are:

- a. scanning the text detailed for the information or reading through the text quickly to find the specific information needed,
- b. skimming for ideas and themes or reading thorough the text to find the gist or the main idea of the text,
- c. recognizing relevant information, and
- d. summarizing information.

This study will focus on recognizing relevant information and summarizing information. Similar findings were reported in a separate study by Katims & Harris (1997: 116-123) which recommended the use of explicit teaching using the paraphrasing strategy. Paraphrasing strategy is to develop the students understanding about the narrative text and found the information from the text. The paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without learning disabilities.

There are three steps teaching reading use in this strategy: Read a paragraph, ask myself, what is the main idea and two details, and put it into my own words (Schumaker, Denton and Deshler, 1984: 170-179). Before the students are able to paraphrase the text completely, they can try to paraphrase a sentence while the teacher guides them.

The paraphrasing strategy, which, once mastered, enhances poor readers' understanding of textual materials, is anchored in the theory of utilizing paraphrasing to help improve memory of main ideas and details in text. Students who were instructed to use the paraphrasing strategy developed their recall of text from 48% to 84% (Schumaker et al., 1984: 170-179). In spite of the importance the results indicate, there is relatively little published research on the paraphrasing strategy.

They are some steps in teaching reading by Paraphrasing strategy. First, teacher introduces the strategy to the students. After that, teacher models paraphrasing and cues student's activity. Teacher gives the students a sentence and gives an example to paraphrase the text. The last is the students try to do it while the teacher monitors the student.

From the explanation above, it can concluded that paraphrasing strategy is very important in reading because paraphrasing makes the students easier to understand the content of the text because they change the difficult word into their own word. That strategy makes the reading text easy to understand because the students make it into their own word.

#### **4. The Implementation of Paraphrasing in Reading**

The implementation of Paraphrasing in teaching reading consists of three steps:

- a. Read a paragraph: the teacher ask the students to read the paragraph in the text.
- b. Ask myself: the teacher asks the students to ask themselves what the main idea of the paragraph is.
- c. Put the main idea in my own words: the teacher asks the students to put the main idea and retell the main idea in their own word.

(Schumaker, Denton, & Deschler, 1984: 170-179)

#### **5. How to Paraphrase the procedure text**

##### **How to insert SIM Card Cell phone**

Cell phone is a modern communication device which connects one to the others by voice, written message and data. However this device cannot work until the SIM card is inserted.

When inserting the SIM Card to cell phone, make sure that the cell phone has been switched off First of all, press the locking catch and slide the cover then lift it off the phone. After that, push two catches in the opposite directions and remove the battery. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. Then, put the battery and align it until snaps into its place.

Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place. Don't forget to switch on the cell phone. Wait until it is ready to use.

Sentence read	Paraphrase	Synonym
Cell phone is a modern communication <u>device</u> which <u>connects</u> one to the others by <u>voice</u> , <u>written</u> message and <u>data</u>	Hand phone is a modern communication <u>tool</u> which links people to the others by <u>sound</u> , <u>printed</u> message and <u>files</u>	tool, sound, printed, files
<u>However</u> , this <u>device</u> cannot work until the SIM card is <u>inserted</u> .	<u>But</u> , this <u>tool</u> cannot work until the SIM card <u>put in</u>	tool, put in
When <u>inserting</u> the SIM Card to <u>cell phone</u> , make sure that the cell phone has been <u>switched off</u> First of all, <u>press</u> the <u>locking catch</u> and slide the cover then lift it off the phone.	When <u>put in</u> the SIM Card to <u>hand phone</u> , make sure that the hand phone has been <u>turned off</u> first of all, <u>push</u> the <u>latch</u> and slide the cover then raise it off the phone	Put in, cell phone, turned off, push, latch,
After that, push two catches in the opposite directions and remove the battery. Next, <u>slide</u> the SIM card carefully into the slot and make sure that <u>the golden connect arson</u> are <u>facing to the connector</u> of the phone	After that, push the two catches in the opposite direction and remove the battery. Next, <u>insert</u> the SIM card carefully into the slot and make sure that the connect arson <u>connects to the wall jack</u> of the phone	Insert, connects, wall jack
Then, <u>put</u> the battery and align it until <u>snaps</u> into its place.	Then, <u>place</u> the batteries and align until it <u>locks</u> into place.	Place, lock
Finally, insert the two catches of the back cover <u>corresponding</u> slot in the phone and slide the cover <u>forward</u> button of the phone until	Finally, insert the two catches of the back cover of the <u>appropriate</u> slot on the phone and slide the <u>front</u> cover to the phone keypad is	appropriate ,front

locks into place	locked into place	
Don't forget to <u>switch on</u> the cell phone. Wait until it is ready to use.	Do not forget to <u>activate</u> the phone. Wait until ready to use.	activate

The teacher asks the students to read the text, after the students get the main idea they change the difficult word to their own word to the synonym as much as possible. The students try to find out the synonym to make them understand the meaning of text. Students try to change the difficult words to base on their own vocabulary competence.

#### 6. The Purposes of Paraphrasing

The purpose of Paraphrasing is to aid reading comprehension by helping students find the most important information in a given reading selection. This strategy is developed at the Center for Research on Learning at the University of Kansas. Schumaker et al. (1984: 17) found that students improved their reading comprehension 36% after learning paraphrasing. It was effective for increasing reading skills for adolescents in middle school and high school with and without LD (Ellis & Graves, 1990: 2-10).

#### **D. Teaching Reading Through Paraphrasing Strategy**

Teacher asks the students to listen and pay attention to the teacher, and then he explains procedure text that will be used in teaching and learning. Teacher introduces the paraphrasing strategy to the students. After that, the teacher models paraphrasing strategy and cues students' activity. To makes students had better understand this strategy, the teacher reviews the action, and how paraphrasing can help the students to read the procedure text. When the students read the text, actually they cannot understand the text because they do not know the meaning of the text. To support the students in using paraphrasing strategy to read the text, the teacher asked the students to find out the synonym of the difficult word.

Paraphrasing strategy helps the students to understand the content of the text even though the students do not have sufficient English language skills because with this strategy, students replace difficult words in reading text into simpler and easier to understand.

In modeling the use of paraphrasing strategy, the teacher will use some sentences to be paraphrased one by one until the students understood the way to use paraphrasing strategy. The teacher reads the sentence twice. Firstly, read aloud to them with them reading along silently. Moreover, the second reading can be aloud and reads together. When the teacher thinks that students are ready to practice, the teacher asks the students try to paraphrase the text. The teacher guides the students to paraphrase the text. Then, the teacher divides the students into some group, than the teacher asks them to paraphrase the text.

## **E. Basic Assumption**

Paraphrasing strategy is a promising method for enhancing comprehension skill. In other words, supplying student instruction in comprehension strategies can be an effective way to help the student cope with difficulties in text comprehension.

By applying paraphrasing Strategy the students can get finds the main idea of the text, they will be easier to understand the content of the text. Students will use their own word when read the text. It is assumes that Paraphrasing strategy is one of the strategies that can be used to study English, especially in reading the text because it will help the teacher to improve students' reading ability to comprehending the texts.

Harvey & Goudvis (2000: 10-12) maintain that student's social interaction also aids comprehension. They believe that it is essential that students be provided with opportunities for peer discussion and that these discourse opportunities will further enhance their text understanding. The present study examined the influence of teaching the paraphrasing strategy explicitly in a whole class setting to Year 3/4 students with an emphasis on increasing student's vocabulary knowledge through suggesting synonyms for key words on improving reading comprehension.

## **F. Hypothesis of the Research**

Based on the basic assumption above the writer assumes that Paraphrasing is effective to teach reading the text at SMK