

CHAPTER II

THEORITICAL REVIEW

A. Reading

1. The Definition of Reading

Reading is a very important skill that must be mastered by the students. It would help them to understand the meaning of the text learnt in the school. According to Tarigan (2008: 7), reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer through words or written material. Anderson in Cahyani (2007: 99) states that reading is process understanding the meaning implied in a text and looking at the ideas contained in the written word. While Finnochiaro in Cahyani (2007: 99), states that reading means bringing and getting meaning from pointed or written material. By reading, it gives good impact to the students. The students can get information about science, technology and other advantages of the world dealing with the subject matter being learned. Principally, reading is process to understand that message served in the text. Therefore there is a need to relate the language being taught to the context which carries it.

Based on the explanation about the definition of reading previously, it can be concluded that reading is a process or activity to understand meaning, message, and purpose from pointed or written material that connect reader to writer's idea.

2. The Aim of Reading

One's goal in reading would determine the ability of reading comprehension and reading speed pre reading material. Without a clear purpose, the ability of understanding would also be unclear. There are some aims of reading (Tarigan, 2008:9):

a. Reading to detail of fact

The students read to get or know the invention that have been done by writer or solve the problem of the writer.

b. Reading for the main ideas

The students read to get the main ideas and know why the topic is good or interesting, then the problems in the story and make summaries of the story.

c. Reading for sequences organization

The students read the text to know what is happening in each part the story and solve the problem of the story.

d. Reading to classify

The students read the text to classify some information or action of the writer in the text paragraph.

e. Reading for inference

The students read to find out the conclusion from the action or ideas in the text.

f. Reading for comparing

The students read to compare the plot of the story or content whether having similarity with other students or even contrast.

Based on the aims of reading explained previously, it can be stated that reading is very important for the students. Through reading, the students are able to understand the information given in the text and able to explore the students' knowledge well. Besides that, the most important thing is the students can memorize and recall the valuable information from the text in a long time period.

3. The Advantages of Reading

Reading is an activity that has several benefits, such as to find information from texts, magazine and newspapers. There are at least 8 outlined benefits of reading to Dewi (2013) as follows:

a. Reading as Active Mental Process

When reading, students would be forced to think about things not yet known. In this process, students would find out information that would build students' critical thinking.

b. Improving Students' Vocabulary

Students can learn new words so it will improve students' vocabulary to read and understand the content of the text.

c. Improving Concentration and Focus

Students need to focus on books or texts that were being read for a long time. Unlike magazines, internet or e-mail that only contains small pieces of information, a book would tell the whole story. Therefore it was necessary concerning to read so that the concentration of the students would be better.

d. Building Self-Confidence

The more someone read, the more knowledge gained. Increasing knowledge, would further build confidence. It was a chain reaction.

e. Improving Memory

Many students have shown that, if one does not use the memory, the memory can be lost. Reading is one of the activities that train the muscle memory. Reading helps stretch the muscle memory because reading requires memory to detail, fact and figures on a piece of literature, plot, theme, or character of the story. Reading would make someone's memory would increase.

f. Improving Discipline

Adding book reading activities into students' daily schedule and stick to the schedule would improve discipline.

g. Increasing creativity

Read about diversity of life and open up to the idea and the new information would help the development of students' creative side of the brain.

4. The Ways of Reading

Through reading, students get and find the new knowledge and information of the text. They will be able to develop their skill in comprehending the purpose of the whole text. However, they must know what the way of reading. According to Grellet (1984: 4), the main ways of reading are as follows:

a. Skimming

Skimming is a technique which is used to look for the first of what the author is saying without a lot of details.

The aims of skimming are:

Get the preview of the materials,

Get the overview of the materials,

After skimming, one would decide whether to read the material thoroughly and rapid/not.

Skimming is a skill that requires concentration and adequate knowledge of vocabulary as well as comprehension skill.

b. Scanning

When the students need to locate the specific information, he might be able to scan, to find out the information they need. Scanning is searching that requires a reader to flout over the material unit, the reader finds what they need, and then they stop and read as much as necessary in order to answer is question.

5. Problem in Reading

Every skill in English especially reading also has some problems. The first problem of reading comes from the difficulty of students in comprehending the text. According to Weta (2011: 2) there are three comprehension problems that are faced by the students. The problems are as follows:

- a. They feel difficulty to understand the text, the problem mainly is that they tend to translate reading material in advance before they answered question. When the students read the text more and more, they will find the new words. It means that it will be difficult for the students to understand the content of the text.

- b. The less of vocabulary, it means that the students eventually stop reading when they find some words that seem strange and they do not know the meaning. Sometimes they open the dictionary and it wasted time. Meanwhile, English sentences cannot be translated word by word.
- c. The students find it difficult to understand the text when the text in different context. For an example when they face the text in English major, they can understand, but when they faced Math text by using English, they cannot understand it easily.

It can be concluded that sometimes the students find the difficulties to understand the content of the text that they read when they do not know the meaning of the word and also when they read a text in different context.

6. The Principle of Teaching Reading

In teaching reading, there are some principles that have to be mentioned by the teacher. Harmer (2001:7) explained principles of teaching reading, those are as follows:

- a. Reading includes actives skill

Reading is an incredibly active occupation. To do it successfully, the students have to understand the word mean, answer the question correctly, understand information of the text and work out if the students agree with all of the activities. If the

students do not do these activities then only reading the surface text, the students will quickly forget it.

b. Teacher encourages the students

It is important for the students to learn reading texts for the way they use language, the number of paragraphs they contain, how many times they use relative clause. But, the meaning, the message of the text, is just as important and the teacher must give chance to the students to respond to that message in some way. It is important that the students should be allowed to express their feelings or opinions in reading. Consequently, the students can improve themselves in reading and get the benefit of reading.

c. Predicting becomes a major factor in reading

★ When the students read the text in their own language, students frequently have a good idea of the context before students actually read. For example, book covers give the students a hint what in the book is, and the title hint in what text are about. The moment students get the hint, the students' brain starts predicting what they are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give the students "hints" so the students can predict what is coming too.

d. Teacher matches the task to the topic.

The students need to choose the good reading tasks and the right kind of question. In order to focus on multiple skills and accommodate different learning and teaching styles, a wide variety of task types are featured in the exercise. The task types include multiple choices, matching, true false, and fill in the blank. These varied activities are designed to practice all aspects of particular skill, and to maintain the interest of both the students and the teacher.

e. Good teacher exploits reading text to the full

Many reading texts are full of sentences, words, ideas, and description. It does not make sense only to get the students to read it and drop it to move on something else. Good teacher integrates the reading text on interesting class sequences, using the topic for discussion and further task, using the language for study and activation.

Based on the explanation mentioned previously, it can be concluded that reading is a skill that needs students' activeness, and teacher should be able to expand students' ability.

7. The Aspect of Reading

There are two main aspects in reading (Tarigan, 1987: 11) as follows:

a. Mechanical skill

The mechanical skill includes recognizing shape of letters, recognizing linguistic element, recognizing the relationship between spelling and sound, the speed of reading.

b. Comprehension skill

This comprehension skill include understanding simple sentence (lexical, grammatical, rhetorical), understanding the significant of meaning, content evaluation, the flexibility of reading speed.

B. Reading Comprehension

1. The Definition of Reading Comprehension

There are five core components in reading including phonemic awareness, phonics, word study, fluency, vocabulary, and comprehension (Sedita, 2005:1). Reading comprehension skill is one of important things that must be learned or understood by the reader. Tarigan (2008 : 58) defined that reading comprehension is kind of reading activity that aims understand literary standards, critical review, printed drama, patterns of fiction. There are some definitions of reading comprehension. The definition of reading comprehension comes from

Kintsch (1998:15) as cited in Woolley (2011) that reading comprehension is the process of making meaning from the text which has the purpose to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the statements before, it could be concluded that reading comprehension is not only transferring the symbol printed from the text to the brain but the readers have to understand and remember the information of the text, and also make a conclusion by their own words.

2. Major Components in Reading Comprehension

To understand issues relate to how one reads and how reading ability develops, the following components are thought to contribute in important ways to reading comprehension process. Leu and Kinzer, (1987:30-37) stated that there are six components of reading comprehension, namely:

a. Decoding knowledge

The readers determine the oral equivalent of written word. It is usually thought in the early grades, is an important part of beginning reading instruction.

b. Vocabulary Knowledge

The knowledge about meanings is used to determine the necessary word meanings from context. Vocabulary knowledge is

important at all grade levels, but is particularly important aspects of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic Knowledge

Syntactic knowledge includes understanding word order rules that exists within sentences and permit you to determine the 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 structure of organization on different types of writing.

e. Readiness Aspects

Traditionally, reading readiness is the ability of a student to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular selection. Moreover, the level of reading readiness will influence how students comprehend written text.

f. Affective Aspects

In reading, affective aspects of comprehension include reader's attitude and interest. These increase motivation and facilitate reading comprehension. All readers comprehend better when interested in reading.

From the explanation above, it can be considered that the major components of reading influenced someone in comprehending the text. The readers would comprehend the text perfectly if the major components of reading are understood well.

3. Reading Assessment

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

a. Macro Skills

1. To recognize the rhetorical forms of written discourse and their significant 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 link and connection between events, deduce, cause, and effect, detect such relation

as main idea, supporting idea, new information, given 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 content of the appropriate culture 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 in writing at an efficient rate of speed to suit the purpose,
4. To recognize a core of words, and interpret word order patterns and significance,
5. To recognize grammatical word classes (verb, noun, adjective, etc.), system (e.g., tenses, agreement, pluralization), pattern, rules, elliptical forms,

6. To recognize the plural meaning may be expressed in different grammatical form.

C. Summarizing Strategy

1. The Definition of Summarizing

Summarizing is an abstract that express the main ideas of a text through original words that used to communicate what someone else said, think or believe, and relating to paraphrasing. It has to be shorter than the original text, contain the main idea of the text, and when necessary, reported speech was obligatorily used. According to Leo (2013: 156) summarizing is the short sentence that it is only explaining the essence of main points of the text, not the details. While Oshima and Hogue (2006: 136) states that summarizing is shortening a text, only take the most important points and leaving out the details.

Based on the statement above, it can be concluded that summarizing is a process to make long statement into a short explanation and it only gives the main point of the text, not the details. To make a summarizing, we must discover the main ideas from the original text and it also should be written in a short paragraph. According to Leo (2013: 156) we should put the main idea or information from the original text into short sentences. Generally, one paragraph is enough in summarizing.

2. The Definition Summarizing Strategy

Summarizing strategy is a strategy to express the main ideas of a text through original word and relating to paraphrasing. Summarizing strategy is especially effective as it has transfer effects to a variety of measures such as standardized measures of reading comprehension.

3. Types of Summary

There are two types of summary. Those are verbal (paragraph) and non-verbal (schema or table) (Irman, 2008: 254). Verbal summary means that the summary which is made on written form, such as in sentences or paragraph. While, non-verbal summary is summary that is made in the form of schema or table. Although the summary is written in the form of schema or table, it should reflect the main ideas of the original text.

4. Step of Summarizing

There are four steps of summarizing, as follow:

- a. Erase words or sentences that do not matter.

Delete trivial material that is unnecessary to understanding.

Only write down important points. If it is not something that will help you understand or remember, then don't write it down.

- b. Erase words or sentences that repeat.

Delete redundant material. In note taking, time and space are precious. If a word or phrase says basically the same thing you have already written down, and then do not write it again.

- c. Trade, general terms for specific names.

Substitute super ordinate terms for list (e.g., flowers for daisies, tulips for roses). Focus on the big picture. Long, technical list are hard to remember. If one word will give you the meaning, then less is more.

- d. Select topic sentences or invent one if it is missing.

Topic sentences state the main idea. Select or write down a topic sentence to focus your study on main idea.

5. The Importance of Summarizing Strategy

There are three important of summarizing technique that explained as follows:

- a. Selection

Selection is an important summarizing technique. it is essential to select the major idea, key words and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing these

summaries. It is an important summarizing technique as it helps to include all major ideas in summary.

b. Rejection

Rejection is an important summarizing technique. It is a process of removing unnecessary data. As cited early, try to reject repetition, examples, illustration, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary.

c. Substitution

Substitution is also important summarizing technique. Basically it includes synthesis. It is a made of combining several sentences into one sentence. It is recommended to use sentence substitution, short sentences to replace lengthy sentences. Use of one-word substitutions is an added advantage in the summary writing process.

6. Teaching Reading Using Summarizing

Some of experts give their opinion about teaching reading, teacher's role and the principles of teaching reading. There are three activities in teaching reading, such as pre-reading activity, whilst-reading activity, and post-reading activity.

a. Pre-reading activity

This activity is designed to prepare the students for actual reading of the selected materials. In other words the teacher helps the students to anticipate the text they will read. In pre-reading activity the teacher introduces the topic by brainstorming through media, picture, etc.

b. Whilst-reading activity

This activity is core activity in teaching learning process. In whilst-reading activity, the teacher distributes the text to the students. Ask the students to read the text, after the teacher will give explanations about the text, and ask the students to do assignment based on the text.

c. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post-reading activity, the teacher asks the students to retell and make summary about the text (Harmer, 1998: 70). In addition, in teaching reading should include vocabulary and reading strategies. In vocabulary, it should be focused on intensive on board instruction of many useful words, focused on strategies for learning new words (Sasson, 2007: 91).

Based on the explanation above, it can be concluded that teacher should know the important process of teaching reading, such as pre-

reading activities, whilst-reading activities, and post-reading activities. Then, the vocabulary is very important in reading because if the readers do not know about vocabulary of the passage or text, they cannot understand it. And then they should have strategies in reading, the strategies can help the reader to take the meaning of the text.

D. Basic Assumption

Teaching reading is very important, because reading skill is a very important thing in mastering language, it will be useful to improve student's comprehension of a text. The essential problem faced by students is the difficulty to translate and understand the content of text before answering some questions of the text. Besides that, the problem also can be from the lack of prior knowledge of students when reading. So, there should be an appropriate teaching strategy to help students comprehending a text in teaching reading. One of teaching strategy that can be used by the teacher to help students' reading comprehension is summarizing strategy. By using summarizing strategy in teaching learning process, the students will be enthusiastic in learning reading comprehension. This strategy can help the students to comprehend the contents of descriptive text clearly. Summarizing allows students to differentiate key ideas from supporting or unimportant ideas and construct logical connections between them.

E. Hypothesis

Based on the basic assumption above, it can be hypothesized that summarizing technique is effective to teach reading comprehension.

