

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Teaching Reading in Senior High School

Teaching of reading has an important objective. Based on the School Based Curriculum (Departemen Pendidikan Nasional, 2006), reading in Senior High School in Indonesia is aimed at making students comprehend interpersonal, ideational, and textual meanings in various written text. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdot, exposition, explanation, and discussion.

In reading a text, the students are expected to be able to gain information and knowledge from the text being read. It means that students have to understand the meanings of the texts. The students' understanding of the text includes the ability to find general idea, main idea, implied information, detailed information, and specific information in the text types.

Based on the School Based Curriculum (Departemen Pendidikan Nasional, 2006), Standard of competence of reading for Senior High School students grade XI states that the students should be able to understand the meaning of written short functional texts and essays in the form of report, narrative, analytical and hortatory exposition, news item, anecdot, explanation, and discussion related to the surrounding to get knowledge. Meanwhile, the basic competency states that the students should be able to respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in essays.

2.2 Principles of Teaching Reading

In the principle of teaching reading the teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher was expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and then discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. So, the teaching of reading is not a simple matter but teacher can create a lot of activities which can raise students motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily.

Harmer (1998:70-71) formulates six principles in teaching reading skill. They were mentioned as follows:

1 The teacher needs to understand that reading is not a passive skill. Reading is an active activity. When students read a text, they must do other activities not just read a text at glance. Students do not only catch the surface structure of the text content. It means that the teacher does not merely ask the students to read the text, but she/he has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, and the students need to draw the context of the text.

2 The teacher has to make the students enjoy in reading the passage. And make the students interested in reading is important. When the readers are not interested or enjoyed reading, they will get nothing. It is not easy for them to receive the materials or content stated in the text when the student are not interested. It is different when they are interested in what they are reading. The student will get more benefits. They can get more knowledge and new information from the text they are reading.

3. The teacher needs to encourage the students in responding the context of a reading text. Understanding language is also a part of comprehending a text. The students have to be accustomed to understand and respond to the meaning of the text and expressing their feelings about the text.

4. The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

5. The teacher has to match the task to the topic. Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are exposed to choose good reading tasks which can be interactive for the students. The interactive texts may be minimized by asking boring and inappropriate questions.

6. Good teachers exploit reading text to the full. Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. The teacher has to discuss the text fully, study language, and give additional tasks to the students.

Based on Harmer (1998:70-71) in the above when teaching reading. First, The teacher needs to know that reading is not a passive skill. When students read a text, they must do other activities it's not just read a text with glance. The teacher has to make the students enjoy reading the passage. Second, The teacher needs to promote the students in responding the context of a reading text is not just a language used in the text. Third, The teacher should emphasize that prediction is a major factor in reading. Than, The teacher has to equal the task to the topic, And the last, good teachers exploit reading text to the full. Exploiting reading

texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text.

In order to get the maximal benefit from reading, the reader should understand the approaches in reading. There are three approaches in the reading process, namely the top-down processing, the bottom-up processing, and the interactive process.

Johnson (2008:280) notes in bottom up processing, the starting point is the text itself. first identify each letter in a text, and then they identify the words. Words are linked together to form sentences. After that, sentences are linked to form paragraphs which will form a complete text. Students identify the components of a text from smaller components up to bigger ones. In line with Johnson's statement, Harmer (2001:201) notes in bottom-up processing, the readers focus on words and phrases, and they achieve understanding by stringing those detailed elements to establish the whole. Nunan (1993:82) notes that top-down can be taught to young readers by using background knowledge, scanning, skimming, identifying the genre of the text, and discriminating between more and less important information.

Another process is the combination of bottom-up and top-down. It is usually called as an interactive processing. Based on Murcia and Olshtain (2002:135) Interactive reading as a process of interaction between top-down and bottom-up skills, supporting a combination of language development, decoding and strategy development. In short, the reading process is a mind process in which readers mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes in reading are namely, top down, bottom up, and interactive process.

2.3 Summarizing

Summarizing is condense in own words the main points in a passage. There are two essential things. The first is aimed at comprehending the text first before summarizing the passage itself. The second is stating the main point in own words

Summarizing can helps the students to construct the meaning out of information and collect it in his long term memory efficiently. Summarizing can cause the students to (a) read for comprehension (b) categorize the important ideas (c) put the information in his own words". Summarizing can make the students more independent and more creative in their reading comprehension.

According to Brown, Day and Jones said (2007) that summarization involves additional and planned processing strategies than what are required in comprehension.

Palmer (2003) also stated that summarizing is based on a learning process, and the great comprehension of a text will be a needed step in order to teach students to condense information in a new piece of discourse. Summarizing provide to support create a context for understanding the specifics of a text.

2.4 Principles of Summarizing

According to Kissner (2006), summarizing involves taking the main ideas from a piece of text in different forms and explaining it in your own words. A summary is significantly shorter than the original text and to give an overview of what they have experienced, read, heard or watched. It is an important skill that is often used when gathering and presenting information. In summarizing, there are some principles that should be considered.

Kissner (2006) explains some of the important characteristics of a summary. She argues that in summarizing a text, a reader should understand its principles. They are as follows.

- 1) A summary should be shorter than the original text.
- 2) A summary should include the main ideas of the text.
- 3) A summary should reflect the structure and order of the original text.
- 4) A summary should include important details.

2.4 Summarizing Strategies

The summarization strategy is a reading comprehension strategy that consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary. Based on Wormeli's (2005) Summarization can be thought of as complex processes where students spend time, restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner. In order for summarization to be effective, the student must be able to process the ideas of the passage and consider how they are related to one another.

Based on Jones (2006) defines summarizing strategy as a strategy takes by larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points. Seven principle teaching reading used summarizing strategies based on Pearson (2002) :

1. Teacher develops personal knowledge require skills of the students and texts to be summarize.
2. Discuss the strategy. For this steps the teacher discuss about summary is a shortened version of the original text, and the summarizing strategies it contains the most important points, the main ideas and important details. The structurally is similar to the original text.

3. Model and teach the strategy are require introduce the summarizing startegy. First, the teacher can show the several written summaries of the text and to pick the best summary. Remind the students that a good summary will be a shortened version of the scene or text and will include only the most important information. Second, the learner can show the several correct examples and incorrect examples of good summaries of the text. Correct examples should be short summaries that include only the most important points. Incorrect examples can be lengthy or include information that is either irrelevant or too general. Third, discuss each summary with the class and identify whether each statement is an accurate or inaccurate summary of the text.

4. Memorise and Guided practice are require list the main ideas, underline the most important, Combine and write the summary. In memories and guided practice is require to support the strategy. The collaborative in memorise and guide practice included :

Step 1: list the main ideas - Display the main idea statements.

Step 2: underline the most important - The students underline the main idea statements that are most closely related to those big ideas.

Step 3: combine any you can – The students decide whether any of the statements can be combined into one sentence.

Step 4: write summary – Students develop a summary of the section of text..

Step 5: edit summary – Students edit their summaries to check capital letters, then punctuation, then spelling, and, finally, to read their summaries to be sure that they make sense.

5. Independent practice and generalisation are require the students to read a short text or chapter one paragraph at a time. Students can alternate reading paragraphs aloud to each other. After each paragraph, students find out the main idea (discuss who or what the

paragraph was mainly about and the most important information then the students write a main idea statement for the paragraph. Teachers often the students to identify a summary. Summarizing can indicate that the students understand the most important ideas from the reading in generalisation.

To teach summarizing strategies we have a passage to ask the students to think about what the students will suppose the passage to read and then after the students read the text, the students ask for themselves about what they read and identified the message topic for the author and then the students try to generate the main idea in their own word. After try to generate the main idea the students find the supporting detail of the text more specific. And make sure the students to complete sentences are used and that the students use their own words are extremely important.

2.4 The Advantages of Using Summarizing Strategies

According to Boushey and Moser (2009) stated that the summarizing strategies can help the students to understand the various elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The strategies help students generalize, recognize cause and effect relationships, and find main ideas. Summarizing is an important comprehension strategy that helps the students identify and keep track of a text's main ideas. It also helps the students remember what is important and make for a satisfying reading experience. Moreover, summarizing provides opportunity to communicate what is important, assists the students in finding the main ideas expressed through the text, and allows the students to express how they interpreted what is happening in the text in their own words. Not only for the students, but also summarizing activities has a benefit for the teacher. It provides evidence of the

student's ability to select important information and reveals a student's ability to priorities and sequence.

2.6 Review of Previous Study

The researcher presents the research dealing with the use of summarizing strategies in senior high schools Gresik. There have been other researchers who studied about teaching using summarizing. The first research by Khoshsima (2014) entitled the effect of summarizing strategy on reading comprehension of Iranian intermediate EFL learners. The findings showed that the study was to find out the effect of the summarizing strategy on EFL learners' reading comprehension. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups. And the recycle continued until the end of the experiment. With the control group, the researcher followed the ordinary approaches of teaching reading comprehension. The control group class began with previewing the topic; focusing on main points of the passage and new vocabularies. The students read the passages silently. Then the teacher taught the passage using the other ordinary strategies and approaches including skimming, scanning, and inferencing. Finally, they completed the exercises individually, in pairs or in small groups.

The second research by Eka (2013) titled improving reading comprehension through Summarizing activities to the eighth grade students Of SMP Muhammadiyah 8 Yogyakarta. The findings showed that the summarizing activities is applied to give the students a new experience in reading activity. The summarizing activities enabled students in comprehending a narrative or a recount text. It was because before they made a summary based on the text, they should determine the main information from a text. Through those activities, students automatically comprehended the content of a text. The second, the implementation of summarizing activities were successful to promote the students to be participated in the teaching learning process of reading. The process of implementing the

summarizing activities was helped by some supporting activities reach a goal in reading. In reference to the actions conducted in two cycles, it is evident that summarizing activities could improve students' reading comprehension as justified in the following results. First, there is an improvement on students' reading comprehension. Most of students are active in making sense of texts (18 out of 20 students actively participate in reading comprehension activities). Second, most students of grade VIIIIC have high enthusiasm to share their reading comprehension. Third, there is an improvement on students' reading comprehension as it is displayed in the increase of the mean score (the result of the post-test 78.70 is compared to the result of the pre-test 67.05). In conclusion, summarizing activities could improve students' reading comprehension.

Based on those studies the similiarity both the first previous study and second previous study are focus on the strategies used for on reading comprehension for the learners. The differences based on previous study from the first previous study is the methodology, the research is used classroom action research and the subject or participants for first previous study is Iranian intermediate EFL learners and for the second previous study is used experimental research to find out the strategies used in reading comprehension.

The research approach of this study is descriptive qualitative and the researcher observed the teacher in vocational school to describe the strategies of summarizing and how the teacher used the the strategies in the classroom. Based on previous of study the researcher want to drag into the goal of qualitative which to generate of theory of summarizing strategies through reviewed the teacher used summarizing strategies in English activity.