CHAPTER II

REVIEW OF RELATED LITELATURE

In this chapter, discusses abtout review of related literature which include some theoretical and empirical reviews to support this study. The description of the views will explain those variable by some expert's definition of the variable.

2.1 The Nature of Reading

2.1.1 The Definition of Reading

Reading is one of the four language skills which it is a receptive skill as same as listening Spratt, Pulverness, and Williams (2005:21). They are many experts defines what reading is. According to Mikulecky and Jeffries (1996:1), reading is one important why to enlarge students' vocabulary. In this regard, reading is really useful for students to receive any information. Reading is an activity to gain information or knowledge. In reading activity, the reader doesn't separate interaction between reader and writer (Goodman, 1990: 23). It means that when the readers read the text, they communicates with the writer's writing, they can understand what the writer means. Otherwise, when the writer wants to deliver their ideas to write, they will be read the text first.

In principle, reading is a process to understand the written message available in the text. Lado (1964:131) describes that reading is as an activity to understand whole sentences based on their written representation. In addition Johnson (2008:3-4) defines that reading is an activity link a printed word to create meaning about the text.

As the description of reading mentioned previously, it can be concluded that reading can enhance knowledge of the language by comprehending any written which involve a text a text, a reader, and a social context.

Learning language without reading is meaningless. Reading skill is one key to understand all references, books, and newspaper. More reading means more knowledge. Ramelan (1990:2) stated reading will be useful for the students. By reading magazines, newspapers, and some kinds of subject books will increase in maturity. It can be concluded that reading as important to learn for students either at school or after they graduate from their study.

2.1.2 The Function of Reading

Harmer (1998:68) states that reading has many functions especially for student and they are:

a. Reading provides good models for English writing. By reading, the writer is able to write because when they read the references it means that they can explore their ideas in writing.

b. Reading provides opportunity to study language such as vocabulary, grammar, and punctuation. By reading activity, the readers will comprehend those aspects well.

Therefore, it is useful to explore our ideas and get knowledge about variation vocabulary and grammar that is concluded in the text.

2.1.3 Types of Reading Activity

Brown (2001:312-313) there are two types of reading those are intensive reading and extensive reading

1. Intensive Reading

   Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. The intensive reading has the specific purpose like knowing the grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, rhetorical relationship.

   In short, intensive reading is the term used to describe the strategies used for reading shorter text to find out specific information.

2. Extensive Reading

   Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure. Usually extensive reading is done in the outside of class time for example reading for purpose. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

   In short, extensive reading is the term used to describe the strategies used foe reading longer texts either for pleasure or for information.

   2.1.4 Principle of teaching reading

Harmer (2001:70) explained that there are some principles of teaching reading

a. Reading includes active skill

Reading is an active skill where students have to understand what the word means.

b. Teacher encourage the students

It means that the students have to respond to the content of the text, not only for the language but also for the content.

c. Prediction becomes a major factor in reading

Book cover gives them a hit of what is in the book that is read by the students before they read the text in their own language.

d. Teacher matches the task to the topic

The teacher gives the most interesting text through exciting imaginative and challenge task.

e. Good teacher exploit the reading text to the full

Many reading texts are full of sentences, words, ideas and description. It does not make teaching and learning reading process is less interested. Good teacher integrates the reading text is using the topic for discussion and further task, using language for study and activation.

In fact, reading has many principles especially for the students or the reader. By reading students will increase their knowledge especially about the content of the text. It means that more reading they will get more knowledge.

2.1.5 Teaching Reading in Senior High School according to KTSP

According to KTSP, teaching reading in senior high school aims to develop the students' ability to comprehend and create kinds of short functional text and monologue and essay formed recount, narrative and procedure. The students also hope that they can read the texts which have meaning of word, phrase and sentence with the utterance, stress and intonation related with the near area. The students responds the simple short functional of written text accurately and fluently.

Standar Kompetensi	Kompetensi Dasar	Indikator
5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dan langkah retorika teks tulis esai secara akurat, lancar dan berterima dalam konteks kehidupan sehari –hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narratvive*	1. Mengetahui berbagai informasi rinci tersurat / tersirat dalam teks berbentuk *narrative* 2. Memahami ciri kebahasaan dalam teks berbentuk *narrative* 3. Menganalisa fungsi sosial dalam teks berbentuk *narrative*

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Most of people in the world gained knowledge through reading. Sometime people learn it because they want to find information that they need. Because of this reason they have to know how the ways comprehend reading. Furthermore, it also can increase students' vocabulary too. For

more knowledge deeper some definitions of reading comprehension are given by different experts are presented as follows:

The essence of reading act is comprehension. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe (1986:6). Reading comprehension is very important when we read newspaper, magazine, and books. We need to understand the reading passage. Someone cannot get information completely without comprehension. Comprehension includes understanding main ideas and related details. Additionally, Penny Ur (1996:138) states that in reading, it is recorded the meaning of text and our understanding of which it is composed.

Based on the previous definitions, it can be synthesized that definition of reading comprehension is the process of interaction between a reader and a text to get information from the text.

2.2.2 Components of Reading Comprehension

Leu and Kinzer (1987:30-31) stated that there are six major components of reading components

a. Decoding knowledge

Decoding knowledge is important to be comprehended when determining the oral equivalent of a word helps a reader identify meaning. Knowing how to determine the oral equivalent of a written word enables beginning readers to access the meaning of most words in the oral language.

b. Vocabulary knowledge

Vocabulary knowledge means word meaning used to determine the appropriate meaning of a word in particularly context. It is a particularly important aspect of reading instruction as children develop.

c. Discourse knowledge

Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization in different types of writing. It is useful during reading comprehension. Besides that, it is used to know whether or not you're reading in likely to be true.

d. Readiness aspect

Reading readiness is the ability of the students to benefit from initial reading instruction. Reading instruction, in this case, consist of activities that prepare the students to read a specific story such developing background knowledge about the topic of the selection, learning new vocabulary word, understanding the purposes for reading selection.

e. Effective aspect

Reading is language process, but it is also an effective process, effective process of comprehension includes a reader's attitude and interesting reading. Interested in reading better to increase motivation and facilitate reading.

f. Syntactic knowledge

Syntactic knowledge means knowledge of word to determine grammatical function and meaning the pronunciation of words. The more syntactical pattern is important to develop treading ability and as the structure of the sentence.

The major components of reading influenced someone in comprehending the text. It means that the reader understand what the writer means in the text if they understand well of the major components of reading.

2.3 Narrative Text

2.3.1 Definition of Narrative Text

Narrative is kind of text that tells imaginative and fictive story to entertain the reader. Narrative tells a story. It is the kind of writing found in novels, short stories, and biographies. Narrative usually follows time order. Narrative has generic structure.

2.3.2 The Types of Reading Text

The types of reading texts are learned by students in school. They are descriptive text, narrative text, spoof, recount text, Procedure text, Report text and anecdote. Students are expected to understand and master all of the texts after they learnt English.

2.3.3 The Generic Structure of Narrative Text

a. Orientation

It introduces the characters of the story, setting, when, where the story happened.

b. Complication

It is when the problem appears among the characters.

c. Resolution

It is when the problem can be solved.

d. Re-orientation

Optional

2.4 Round Robin Summarizing

2.4.1 The Definition of Round Robin Summarizing

Kohonen (2003:36) points out that in a good group of cooperative learning, there are a heterogeneous group which consist of four members including a high achiever, one/two average achievers, and low achievers. These statements are supported by Jacobs (2006:31- 32) which explains about the benefit of placing students in group of four. He states, larger groups (more than two) have advantages as well, because for more complex tasks, where are more people and perhaps cooperative learning has a wider range of skills and knowledge from which to draw.

Jacobs, Lee, & Bell (1997:28) explain that this technique is called roundrobin, because they go round in a circle with each person getting a chance to talk justlike Robins sings. The groups use cooperative technique round robin todiscuss their own beliefs about learning.

Moreover according to Kagan& Kagan (2009), the implementation of round robin summarizing improves their social skill. They also explain that there is a spectrum of social skills required to be a good team member.

Based on the description above, it can be concluded that round robin summarizing is one of teaching techniques which the students have to discuss the text in group by sharing ideas take turn in heterogenic group.

2.4.2 The Advantages of Round Robin Summarizing

Kagan (1992) says that there are some benefits of using this technique in the teaching and learning process. They are:

a. Allowing all students to contribute answers

In round robin summarizing all students have responsibility to give contribution in doing the assignment. So, all of member in group give participate.

b. Determining what students already know about a concept prior to its introduction

Since each student answers the question, his/her understanding towards the task will be observed. The rest of the group members also can build new knowledge or concept from the previous thoughts from different members.

c. Creating positive peer response groups

The use of round robin summarizing in teaching learning process also can help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

d. Useful for reviewing material or practicing a skill

This technique is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.

In short, round robin summarizing makes the students more active to participate in discussion forum. In discussion students is easily to understand the material because they are given opportunity to share their ideas one by one about the text with their group. It means that it will help them to understand the text and answer the question easily.

2.4.3 Teaching Reading through Round Robin Summarizing

Round robin summarizing is one of cooperative learning strategies in which students take turns contributing answers in a group. This technique is designed to give everyone in the group an equal chance at participation. Based on Kagan (2009) said that learning procedure for round robin starting with forming groups, each group consists of 4 to 6 students. Students solve the problem with group discussion and written answer. Each person gets 1-3 minutes going clockwise or counterclockwise, to present their point of view. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team deliver their answer with one another in round robin style. Others groups as listeners and responders. This technique can be used as a warm up, evaluation, or to share something learned or a point of view. Once the groups have completed the task, each group shares its collective responses with the whole class.

2.5 Summarizing

2.5.1 The Definition of Summarizing

According to Randall Vander Mey, et al (2007), summarizing is condenses in your own words the main point in a passage. In line with Randall Vander Mey, Senemoglu (2001:569) stated that summarizing helps

students make meaning out of information. In order to make a good summary, students must be able to relate new ideas with old one s and put unique ideas forward (Friend, 2001:320).

Brown, Day and Jones cited in Moghaddam (2007) declared that summarization involves additional and deliberate processing strategies than what are required in comprehension. Palmer (2003) also stated that summarizing is based on a learning process, and the perfect comprehension of a text will be necessary step in order to teach students to condense information in a new piece of discourse.

Another opinion comes from J.E. Brophy and T.L. Good (1986), they state that summarizing and reviewing integrate and reinforce the learning of major point. Furthermore, it is a technique that enables students to focus on key words and phrases of an assigned text.

2.5.2 The Principle 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.

In summary there are some principles that should be considered. Kissner (2006) explains some of the important characteristics of a summary. They are as follows:

a. A summary should be shorter than the original text

How much shorter? It depends. A fifteen-page article could be summarized in one page, two pages, or even a single paragraph, depending on the purpose of the summary.

b. A summary should include the main ideas of the text

The main idea of a text is easy to find out when the author comes out and states them. The task becomes much more difficult when the main ideas are implicit or unstated, as usually the case in fiction.

c. A summary should reflect the structure and order of the original text

Summary is started from the find out main ideas and important details of the text with the same text structure and order of the original.

d. A summary should include important details.

Summaries need to include the details that support an author's main points.

2.5.3 The Steps and Strategies of Summarization

There are several steps on how to write and create summaries. Here are some steps that can be used to make a good summary.

a. Preview

Students have to preview the passage and ask them to think about what they expect the passage to be read.

b. Main Idea

After reading a text, students have to ask themselves what the whole article is about and identify the author's message about the topic, have students generate the main idea in their own word.

c. Supporting Details

Find the major details of the text and be more specific. Ask students to consider any notes that were taken during the reading of article.

d. Check and Polish

Have students take time to review their summary and polish their thoughts. Make sure complete sentence are used and that the students use their own words are extremely important.

2.6 Review of Previous Study

In this part, the researcher would like to state some researchers that have done with similar and relevance research as a comparison.

First, the research which is done by harms and Myers (2013:4) conducted a research entitled *"Empowering students through speaking round robin"*. The study aims to empower student become confidence and competence English speaking. The result of this study that round robin discussion to be a highly successful method of increasing student confidence in presentation skills and it is also creating more motivated independent learners. The improvement can be seen from the students' achievement in communication.

The second one is the research that has been conducted by a team of researchers from Bandung Syafryadin, Istiqomah Nur Rahmawati and Rizki Widiastuti (2013:1) with a title *"Improving students' speaking achievement under round robin technique"*. The research aims to investigating the application of round robin technique to improve students' speaking achievement. The scope of this research only focused on speaking accuracy. The design of this research was classroom action research which applied four steps. The results showed that there was improvement of students speaking achievement. This improvement in accuracy revealed that round robin technique positively and significantly improves students speaking achievement at grade X in senior high school in Bandung.

The third is the research that has been conducted by Dhaniar Setiana (2015:1) with entitled *"Improving reading comprehension through the use of Round Robin technique for students of SMK farmasi "Indoneasia" Yogyakarta"*. The objective of the research was to improve reading comprehension of students. The result of this research showed that round robin technique was effective to improve the students' reading comprehension and students' participation in reading class. The students' understanding toward descriptive texts improved

The last one is the research that has been conducted by Fina Dwi Rosita Dewi (2016:6) entitled *"The implementation of TSTS and Round Robin learning models to enhance communication skill and social studies learning outcome for fourth grade students"*. The purpose of this research is to determine the enhancement for communication skills and Social Studies learning outcome for the fourth grade students through the implementation of TSTS and Round Robin learning models. Based on the finding, it can be concluded that through the implementation of TSTS and Round Robin learning models can improve communication skills and student learning outcomes. It can be seen from the first cycle and second cycle.

The researcher presents the research dealing with the teaching of reading. There have been other researchers who studied about teaching reading and using summarizing.

The first research entitled *"Summarizing Techniques: The Effective Indicators of Reading Comprehension"*. The writers of this research are Panlapa Kathayut and Premin Karavi (2011). In their research, the findings revealed that summarizing techniques have obvious effects to the subjects" reading

comprehension and their summaries especially in cases of finding the main ideas, committing plagiarism and committing distortion. If learners have opportunity to practice more about summarizing, they will better improve their reading comprehension and summary writing ability. This is also supported by the fact that the scores on finding main idea in the post-test of the experimental group are better than the post-test scores of the controlled group at the level 0.01.

The second research entitled *"The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL learners"*. The writer of this research is Nasrin Shokrpour (2013:3). The present study investigated the impact of writing summary as a critical reading strategy on reading comprehension ability of Iranian EFL learners. The results of the comparison between the means of the two groups through t-test proved that writing summary as a critical reading strategy has significant effect on improvement of reading comprehension of the experimental group.

The last research entitled *"The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL learners"*. The writer of the research is Hooshang Khoshsima (2014:2). The findings indicated that comprehension strategies such as summarizing could be considered as an effective method for teaching and learning of reading skill. It can be concluded that when students are exposed to summarizing strategy, they become aware of the processes that can be applied in better understanding the reading passages and they can view the passage as a whole unit in which knowledge of the parts can be reach through regarding the preceding and following sections of the passage.

Meanwhile, in this study researcher focus on *"The effectiveness of round robin summarizing on reading comprehension"*. The purpose of this study are to identify students' reading comprehension especially for narrative text before and after being taught using round robin summarizing, and to know there are any significant effects of using round robin summarizing to students' reading comprehension in Narrative text. The researcher used quantitative research with pre-test and post-test design to test the theory of strategy. The participants of the study were tenth grade students of SMA Nahdlatul Ulama 2 Gresik. Researcher realizes that round robin summarizing is one of strategy to share ideas in summarizing reading text. Share ideas in summarizing can avoid students in plagiarism and distortion. Therefore, round robin summarizing can be considered to be an alternative technique in teaching reading comprehension.