CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the reading comprehension and action research. To be more specific, this review discussed about: (1) Reading, (2) The Teaching of Reading, and (3) Summarization Technique.

A. Reading

Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse. With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning.

The goal of reading program is to develop fluent, independent readers who set their own goals and strategies for reading. Students learn aspects of the reading

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process through reading.\textsuperscript{11} In this case, reading remains a valid goal in second language classroom.

1. The Nature of Reading

Many attempts have been made to define or describe the nature of reading. It is generally agreed that there are two broad aspects or levels.\textsuperscript{12} First, there is a visual task, that of deciphering the marks on the page, the brain receiving signals from the eye. This mechanical level includes eye movement, from left to right for English, to be learnt by a learner who does not use a left-to-right script in his first language, or who is illiterate in his first language.

Secondly, there is a cognitive task that of interpreting the visual information, so that one is not simply, ”barking at print”. Here we are concerned with thinking skills, since some kind of reconstruction takes place in the readers’ mind: he attempts to build up the meaning the writer had in mind when he wrote the text.

In addition, there are some assumptions about the nature of reading mentioned as follows:\textsuperscript{13}

a) We need to perceive and decode letters in order to read words.

\textsuperscript{11} Sandra Silberstein, \textit{Opct.t}, p. 12
\textsuperscript{12} Gerry Abbott and Peter Wingard, \textit{The Teaching of English as an International Language: A Practical Guide}, (Singapore: Collins ELT, 1981), p. 82-83
b) We need to understand all the words in order to understand the meaning of a text.

c) The more symbols (letters or words) there are in a text, the longer it will take to read it.

d) We gather meaning from what we read.

e) Our understanding of a text comes from understanding the words of which it is composed.

A consideration of the nature of reading must include recognition of frequently made distinction among levels of meaning and understanding in and from text. Test constructor, thus, must also consider the level of meaning that they believe readers ought to get out of a particular text when assessing how well they have understood the text in question.\textsuperscript{14}

2. Reading Method

There are different types of reading “styles”. The main ways of reading are as follows:\textsuperscript{15}

a) Skimming

Skimming is quickly running one’s eyes over a text to get the gist of it. This skill can be used to skim a particular book or article to see if it is useful. This technique is used to judge material after rapid inspection.


\textsuperscript{15} Francoise Grellet, \textit{Op cit.}, p. 4
Therefore, it is a more thorough activity, which requires an overall view of the text and implies a definite reading competence.  

b) Scanning

Scanning is quickly going through a text to find a particular piece of information. This kind of reading is particularly useful when we are researching a topic. This strategy can be used to check through catalogues, scan a contents page and index to see if a particular item is mentioned. It is far more limited since it only means retrieving what information is relevant to our purpose.  

c) Extensive reading

Extensive reading is the term used to describe the strategies used for reading longer texts either for pleasure or for information. This is a fluency activity, mainly involving global understanding.

d) Intensive reading

Intensive reading is the term used to describe the strategies used for reading shorter text to extract specific information. It is also called study reading, this involves close study of the text.

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16 Soedarso, *Speed Reading: Sistem Membaca Cepat dan Efektif*, (Jakarta: PT. Gramedia Pustaka Utama, 2006), h. 88  
17 *Ibid.*, h. 89  
3. Reading Comprehension

a. Levels of Reading Comprehension

Three levels of comprehension discussed from the least to the most sophisticated level of reading are described as follows:19

1) Literal Level

This level is what is actually stated. It includes fact and details, rote learning and memorization and surface understanding. Some tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2) Interpretive Level

This level is what is implied or meant, rather than what is actually stated. It includes drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated. Some tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

19 Http://academic.cuesta.edu/acasupp/AS/303.htm
3) Applied Level

This level is taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. It includes analyzing, synthesizing and applying. In this level, we are analyzing or synthesizing information and applying it to other information.

b. The Process of Comprehension

According to Douglas McKeating,20 there four steps of process of comprehension that can help the students to comprehend the text when they read. Those are as follows:

1) Perception-cracking the code

First, we have to be able to recognize and discriminate between contrasting sounds or letter and word shapes.

2) Decoding-making sense of the message

Each short stretch of meaningful material, which is read or heard, has to be:

a) Recognized as meaningful and understood on reception.

b) Held in the short-term memory (STM) long enough for it to be.

c) Related to what has gone before and/or what follows

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3) Prediction and selection-redundancy to rescue

Although the process just outlined sounds and is complex, our task is made easier by our ability to predict what is likely to come next and our ability to select which stretches of material we will pay attention to and which we need not bother too much about. Prediction and selection are both possible partly as a result of what is known as redundancy.

4) Comprehension of foreign language(FL)material

With material in a foreign language (FL) the general process of comprehension is presumably, similar but with the following factors making it more difficult:

a) All the stages in the process are likely to take longer; it takes us longer to recognize ‘familiar’ elements as familiar, and longer to see the relationships between the successive short stretches of materials. When reading, we may want to keep looking back to check that our initial assessment of such relationship is correct, and this will slow us down further; when listening, we can not do this easily.

b) At each stage we are much more likely to make mistakes: to fail to discriminate correctly between contrasting forms; to confuse one word with another that looks or sounds similarly; to misunderstand or fail to see important grammatical relationship.
This can be a cumulative process so that we end up getting a completely wrong idea or getting completely confused.

c) We are very much more likely to come across stretches of language, which we do not understand at all. We have then either does devise ways of working out their meaning from context or to train ourselves to ignore what we cannot understand, in the hope that we will still get the gist of the message or that the full meaning will become clear later.

d) As we are much less familiar with the foreign language, it is more difficult for us to anticipate and predict and we cannot select with the same degree of confidence. We are less sure what is important so we try to pay equal attention to everything. Thus, more processing time is taken up, and less remains in which to attempt to predict and select.

e) Our short-term memory (STM) for foreign language (FL) material is likely to be much less efficient. All the factors mentioned above place extra burdens on it. It may not surprisingly, stop working altogether from time to time, resulting in that complete lack of comprehension, which is familiar to all foreign language learners.
B. The Teaching of Reading

The task of teaching reading is not an easy one. For one thing, if the students are reading silently, the teacher is to certain extend excluded. The teacher-student interaction of oral activity will be lacking. Nevertheless, the teacher can help his or her students in way like improving their ability without any pressure, giving them reading strategies, and giving them chance to become independent readers.

1. The Principle of Teaching Reading

Before teaching reading, the teacher needs to know the principle of teaching reading. As Harmer stated,\(^21\) there are six principles, which can be guidance to teaching reading. Those principles are as follows:

a) Reading is not passive skill

Reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the argument, etc.

b) Students need to be engaged with what they are reading

As with everything else in lesson, students who are not engaged with the reading of text are less likely to benefit from it.

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

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\(^{21}\) Françoise Grellet, *Opit.*, p. 4
It is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative causes. However, the meaning, the massage of the text, is just as important and we must give students a chance to respond that message in some ways. It is especially important that they should be allowed to express their feelings about the topic.

d) Prediction is major factor in reading

When we read text in our language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The teachers should give the students “hints” so that they can predict what is coming too. It will make them better and more engaged readers.

e) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading task. The most interesting task can be undermined by asking boring and inappropriate question, the most commonplace passage can be made exciting with imaginative and challenging task.

f) Good teacher exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it does not make sense just to get students to read it and than drop it to move
on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using language for study and later activation.

2. The Teacher’s Role in Teaching of Reading

A teacher is one of the most important people in the beginning reader’s life. Nine rules of reading instruction that teachers would do well not to follow are as follows:22

a) Aim for early mastery of the rules of reading
b) Ensure that phonic skill are learned and used
c) Teach letters or words one at a time, making sure each one is learned before moving on
d) Make word perfect reading a prime objective
e) Discourage guessing
f) Insist upon word-perfect reading
g) Correct errors immediately
h) Identify and treat problem readers as early as possible
i) Use every opportunity during reading instruction

22 Frank Smith, Op cit., p. 125
C. Summarization Technique

1. The Concept of Summarization

Summarization is telling the important event or ideas in a story in our own words. A good summary does not give our ideas or opinion. It includes important details that take us from the problem to the resolution. For a story, it includes the narrative elements such as setting, character, plot, conflict, climax, and resolution.23

2. 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.24

Step 1 Preview

Have students preview the passage and ask them to think about what they expect the passage to read.

Step 2 Main Idea

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

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23 Http://www.scibd.com/doc/51284/ReadingTechniques - Summarizing
24 Http://forpd.ucf.edu/strategies/stratsummarization.html
Step 3 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.

Step 4 Check and polish

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

There are 50 techniques of summarization in any subjects. However, in this study, 22 popular strategies can be used to aid students in the development of summarization skills mentioned as follows:25

1) Acronym

It is a technique for memorizing lists of things, for example, ROY G. BIV to remember the colors of rainbow or Never Eat Sour Watermelons to remember the points on a compass. Creating acronym for concepts, cycles, protocols, sequences, and system is a great way to summarize.

2) Advance Organizer

It is a way of providing students with templates, direct instruction, and other tools that can help to succeed. It provides students with a fill – in – the – blank – style.

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3) Analysis Matrices and Graphic Organizer

A complete matrix helps students to develop patterns of understanding. By using this technique, the students can explore their idea to make summary. Most students are visual learners and the use of graphic organizers will assist them in learning and organizing information. Teachers should introduce each graphic organizer and model its use for students before expecting students to use them on their own. Graphic organizers encourage students to make connection with the text by creating a visual structure.

4) Backward Summaries

In this technique, we can provide both experiences: experiential foundation upon which to draw conclusions, as well as the established big picture concept, principles and rules from which we can reasonably predict what will happen or make inference.

5) Bloom’s Taxonomy Summary Cubes

It provides creative, hands – on activities and promotes substantive review and reflection. There are six faces namely recall, comprehension, application, analysis, synthesis, and evaluation.

6) Body Analogies

Summarization occurs in more than one place with this technique: first, when students are making analogies, and again, when they are presenting their analogies to others defending their ideas against critics.
7) Body Sculpture

This technique asks each group to create a body sculpture that illustrates the term. One of the members of the group will serve as the docent to explain the sculpture to the rest of the class. Groups can then present to the class.

8) Build a Model

Students must be aware that the goal of building model is to learn the content. The teacher can guild the process to prompt students reflection about what they built the models the ways they did and what each component represents from their learning.

9) Inner or Outer Circle

Inside outside circle is a summarization technique that gets student up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of the text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. The other halves of the students form a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he or she can easily monitor student responses.
10) Jigsaw

Jigsaw is a cooperative learning strategy that helps students work collaboratively to divide a task into manageable chunks. The teacher presents the topic to be learned and divides students into small groups. Each student is responsible for reading and summarizing part of the information on the topic. The student will present the summary of the information to the small group. Each student’s part is essential just like all pieces of a jigsaw puzzle are necessary for the complete picture. Each student gets to become a teacher and the workload is divided and conquered.

11) Multiple Intelligence

This strategy draws upon the reader’s diverse ways of thinking and knowing to enrich his or her appreciation of the text. Most readers already use several intelligences while reading and making a habit doing so in a more disciplined manner – i.e., constantly, or after every paragraph – can result in more vivid, memorable experience.

12) One-Word Summary

When students are asked to develop one-word summaries, they must apply their critical thinking skill to investigate, read about, and analyze the topic. They must isolate the critical attributes and come up with one good word that fits the topic. This strategy can be used as a classroom
assessment for learning as students evaluate their own justification for word choice.

13) PQRST

PQRST stands for preview to identify main parts, develop question to which you want to find answers, read the material twice if possible, state the control idea or theme, and test yourself by answering question (or teach the material to someone else)

14) RAFT

This flexible post reading helps students to analyze and reflect upon their reading through persona writing. Based on suggestion provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

15) Somebody Wanted But So

This strategy is used during or after reading to help students understand literary elements such as conflicts and resolutions. It is also a great summarization technique for social studies, since so much of world history is based on the wants and needs of humans. Students complete the strategy on a chart or on a folded piece of paper. They identify who wanted something, what they wanted, what conflict arose, and the resolution.
16) SQ3R (Survey – Question – Read – Recite - Review)

This strategy is often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

17) Summarization Pyramid

This strategy makes use of a pyramid shaped graphic organizer. After reading on a particular topic, students will generate pyramid of short answers for their pyramid.

18) Summary Ball

This quick-paced game offers students a kinesthetic approach to summarizing a lesson.

19) T – Chart / T – List

A T-Chart can be very useful to students whom we are still providing scaffolding for with regard to reading for meaning.

20) Think – Pair – Share

Think – Pair – Share is a summarization strategy that can be used in any content area before, during, and after a lesson. The activity involves three basic steps. During the “think” stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution
to the problem. During this step, students may wish to revise or alter their original ideas. Finally, students are called upon to share with the rest of the class. In this strategy, partners discuss answer with another pair before sharing with the class.

21) 3 – 2 – 1

This summarization strategy is an effective way to end a class session. Students are asked to complete the 3 – 2 – 1 prompts on their own paper or on a form created by the teacher. Some examples and links for 3 – 2 – 1 are as follows:

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<td>2 things I found interesting</td>
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<td>1</td>
<td>1 question I still have</td>
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22) Word Splash

Word Splash is a fully formed summarization experience. Although it opens with “a hook” and priming of the brain, its real power comes after the lesson, when students return to the relearning activity to make sense of it using their new insight.
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