CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the important subject in fourth semester of English Teacher Education Department of UINSA Surabaya. In this department, the students must be done all of reading level, from reading one to reading four. Because of the reading is one of important skill to students, they have mastered this skill beside other skill such as speaking skill, writing skill, and listening skill. According to Jeremy, many reason whythe students to read a English text, because reading fluent assist their career, for study purpose or simply for pleasure. As a students in English Department, the students should be fluent in their reading. Not only read fluency but also they have correct to pronoun the words.

Reading is a basic life skill. It is the way for a child's success in school and indeed throughout life. Without the ability to read well, they will face difficulties in their life, such as to get the job, and to get the information in any media like news paper, magazine, social media, etc. From statement above conclude that reading is the important skill that the students have to master in this skill although reading has difficulties to learn, because reading as the process of constructing meaning from written

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¹ Jeremy Harmer. How to Teach English. (Longman. 1998), 68

texts. Jeremy stated that the students should have scanning and skimming skill in their reading.² the students do not have to read every word and line, but their eyes round all of text to get the general idea from the text.

From the statements above, can be thought that reading is important skill which has some skill must be mastered the learners who wants be master in reading. Not all of students like to read, it is one of the probem in reading. For the learners who has problem in reading or who wants improve the reading can be overcome through the strategies in reading.

2. Strategies of Reading

Comprehension strategies assist the students to achieving the goal of their reading. comprehension strategies are the cognitive and metacognitive strategies students used in their reading.³

a. Previewing

This technique is about learning the text before really reading. In this term, the readers get the sense of what the text is about and how is organized before it closely. The learners can see the heading or sub heading on the text or other introductory the text.

b. Contextualizing

This technique is about placing the text in its historical, biographical, and cultural contexts. It means that when the readers read, they read through

² Jeremy Harmer. How to......69

³ NSW Department of Education and Training. *Teaching Comprehension Strategies*.(Neals. 2010), 4-6

their lens of their own experience. Their understanding the word is informed what they come know and value from the living in particular time and place.

c. Questioning to understand and remember

This technique is about asking questions about the context. The questions help the readers' understanding the text and respond it. With this strategy, the readers can make questions any time and they will understand the text better and remember it longer if they more write the questions. In every question should focus on the main idea and should be written by the readers' own words.

d. Reflecting on challenges to your beliefs and values

This technique is about examining the readers' personal responses. In this term, the readers should mark the every point of the text where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note about what you feel or about what in the text created the challenge, and then look it again.

e. Outlining and summarizing

This technique is about identifying the main ideas and restating them in your own words. Outlining and summarizing are especially strategies which helpful the reader for understanding the content and structure of the text. Both of the outlining and summarizing is the key to distinguish between the main ideas and supporting ideas and also the examples.

Outlining the main idea help the reader to discover the structure of the text. Whereas the summarizing, it begins with outlining but contains of list the main idea of the text which using the readers' own word to summarize.

f. Evaluating an argument

This technique is about testing the logic of a text as well as its credibility and emotional impact. The reader should not accept anything that the argument said, and they should carefully to evaluate the argument. Because the argument has two parts, they are as a claim and support. The arguments as a claim are such as idea, an opinion, a judgment, point of view that the writer wants the reader to accept. The support includes reason and evidence that give readers the basis for accepting the conclusion. The readers should concern with the process of reasoning as well as it is truthfulness when you assess an argument. The support must be appropriate to the claim and the statements must be consistent with one other.

g. Comparing and contrasting related reading.

This technique is about exploring likeness and differences between texts to understand them better. Many writers has the same of material included the same of issues or questions, but the discussion using different approach. The reader should fit a text into an ongoing dialectic

of the text to increase their understanding why the writer has different ways.

From the strategies above, the most important strategies is outlining and summarzing because it was especially strategies which helpful the readers understand the content and the structure of the text.

3. Summarize

Summarizing is the ability to produce a condensed version of information. Lloret defines that summary as a text that is produced from one or more texts, that contain a significant portion of the information in the original text, and that is no longer than half of the original text ⁴. So, between the original text and the summary text can be distinguishing. The summary includes only important elements and retains the order of the original information. Kissner mentions the characteristic of summarization are: ⁵

- a. A summary should be shorter than the original text.
- b. A summary should include the main ideas of the text.
- c. A summary should reflect the structure and order of the original text.
- d. A summary should include important details

Some people has statement about the summary. it is like Freedman' statement which a summary has two aims, the first is summary to reproduce

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⁴ Elena Lloret. "Text Summarization: An Overview". *Universidad de Alicante*. 2006

⁵ Emily Kissner. Summarizing, paraphrasing, and retelling: skills for better reading, writing and test taking. 2006

the overarching ideas in a text, identifying the general concepts that run through the entire piece, and second is to express these overarching ideas using precise, specific language ⁶.

Talk about the content of summary, the students have to make a good summary. Friend states that to create the good summary, the student must be able to relate new ideas with the early ones and put unique ideas forward. Besides the students should wrote the good summary, the teacher have improve the quality of students' summary through the strategy was given them. According to Kirmizzi and Akkaya⁸, the teachers may need to be given training on summary writing in order to teach students how to summarize a text as well as to improve the quality of students' summaries. Likes a statement of Norisma, that traditional way of teaching and learning summary writing is not conducive to helping students improve their summarizing skills because of its emphasis in the final product which is the quality of the summary instead of the process which is the strategies used to produce that summary. ⁹ Both of those statements have same opinion that the way of teaching is influence the students' skill to produce good summary.

⁶ L. Freedman. *English language lEarning program (Ell)*. (University of Toronto2012)

⁷ Friend, R. "Teaching Summarization as a Content Area Reading Strategy". *Journal of Adolescent and Adult Literacy*. V.44 N.4, 2001, 320

⁸Fatma Susar Kirmizi - Nevin Akkaya. "A Qualitative Study......3

⁹ Norisma Idris, Sapiyan Baba and Rukaini Abdullah. "Identying Students' Summary Writing Strategies Using Summary Sentence Decomposition Algorithm". *University of Malaya, Kuala Lumpur, Malaysia. Malaysian Journal of Computer Science*, Vol. 24 N.4, 2011

Some people has statement about the summary. it is like Freedman's statement which a summary has two aims, the first is summary to reproduce the overarching ideas in a text, identifying the general concepts that run through the entire piece, and second is to express these overarching ideas using precise, specific language ¹⁰.

4. The important of summary

Summarizing is important way to success in reading because the summarization benefits both the teacher and student¹¹.

a. For the student:

- 1) Summarization provides an opportunity to communicate what is important
- 2) Summarization serves as a way to check understanding
- 3) Summarization provides practice in decision making and sequencing

b. For the teacher:

- 1) Summarization provides evidence of the student's ability to select important information
- 2) Summarization is an informal indicator of comprehension
- 3) Summarization reveals a student's ability to prioritize and sequence

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¹⁰ L. Freedman. *English language lEarning program (Ell)*. (University of Toronto2012)

¹¹ Marjorie St.Rose. "in Defence of Summarization". *College of The Bahamas Research Journal*. V.5, 2001, 32

From the statement above explains that summarizing has benefit to students and teacher, so the summarizing is the skill that important to learn. Other statements mention that the benefit of summarizing lies in showing the "big picture," which allows the reader to contextualize what you are saying. In addition to the advantages of summarizing for the reader, as a writer you gain a better sense of where you are going with your writing, which parts need elaboration, and whether you have comprehended the information you have collected.

5. Summarizing strategies

Summarizing strategy is the technique that uses of students do summary the text. Every student has the way to summary text. They try to produces good summary in their strategy. According to Ambrose, there are cognitive and meta-cognitive strategies to produce summary ¹². Cognitive strategy is the formal mental processes engendered by students in selecting the main idea of the text. Meta-cognitive is the conscious steps the students take to ensure that their goal is achieved.

The cognitive strategy has focus on note-making, grouping, common attributes, resourcing or recombining, contextualization, repetition, and inferring. Note-making is like underlining words or jotting down the main idea. Grouping which is involves the organization of ideas on the basis of

¹² Ambrose B Chimbganda. "a study of students summarizing strategies used by ESL first year science students at the university Botswana". *Published thesis, University of Botswana*, 2006

common attributes or resourcing or recombining to produce coherent ideas. Contextualization has focus on word and phrases. Repetition has focus on repetition idea of different word and the last inferring meanings by using available information from the original text to guess the meaning of unfamiliar expressions on new words.

The meta-cognitive strategy has focus on 'planning', which are the students to do advance preparation before producing the final summary. Then, 'selective attention' which involves paying attention to specific parts of a summarizing task, the last is 'self-evaluation' which involves checking one's final product to ensure that the summary well done.

a) Before summarize:

- o Understanding first what you have supposed to summarize
- Look at the title first
- Looking for the key words and phrases that allow you to follow the general sense of the text
- Scan and skim through the whole text in order to get a general idea of what it is all about
- Look at the first sentence of each paragraph to find out what the text is saying
- Note and underline the key points and ideas
- Focus on examples and details
- o Focus on the meaning of new words

- Focus on words surrounding an unknown
- Focus on the meaning of sentences
- o Understanding the whole text before writing anything
- Think about "under-the-surface" or hidden meaning of new words
- Relate the information to your experiences or to what you already know
- Determine which parts are more important than others before starting
- o Translate the main ideas into my own language in order to understand them better

b) When summarize

- o Plan on a course of action
- Identify first the required information
- Make some notes first
- Write the final version from the ideas underline as notes waste time
- Make a draft and than write the final version
- Use your own words in the text
- o Tend to rely on the words that I find in the text
- Generalize the main ideas

- Combine two or more ideas into one, which were not combined in the original
- o Produce the ideas exactly as they are in the original text
- Produce the ideas in the order in which they are in the original text
- o Regroup or rearrange the ideas
- o Expand the main ideas
- Add relevant information of my own
- Make personal comments

c) After summarize

- O Check that my summary is directed to the set task
- O Verify that you have not omitted the main ideas
- Check that my summary reads fluently
- Correct mistakes that you notice
- o Ensure that you have used appropriate language
- Ensure that you have included interesting information, which may not have been in the original
- o Double-check that the facts are not distorted
- Reflect on the quality of my summary
- Compare my final version with the original
- Revise the final version before submitting it

According to Ilknur and Ismail was classified the meta cognitive strategies as follow¹³

- a. Setting purpose for reading
- b. Using prior knowledge
- c. Previewing text before reading
- d. Checking how text content fits purpose
- e. Skimming to note text characteristics
- f. Determining what to read
- g. Using text features (e.g.tables)
- h. Using context clues
- i. Using typographical aids (e.g.italics)
- j. Critically evalua<mark>tin</mark>g what is read
- k. Resolving conflicting information
- 1. Predicting or guessing text meaning
- m. Confirming predictions
- n. Reading slowly and carefully
- o. Trying to stay focused on reading
- p. Adjusting reading rate
- q. Paying close attention to reading
- r. Pausing and thinking about reading

¹³ Ilknur yuksel, ismail yuksel. "Metacognitive Awareness of Academic Reading Strategies". *Procedia Social and Behavioral Sciences* 31 (2012) 894 – 898. 2011

- s. Visualizing information to read
- t. Re-reading for better understanding
- u. Guessing meaning of unknown words
- v. Taking notes while reading
- w. Reading aloud when text becomes hard
- x. Summarizing text information
- y. Discussing reading with others
- z. Underlining information in text
- aa. Using reference materials
- bb. Paraphrasing for better understanding
- cc. Going back and forth in text
- dd. Asking oneself questions

According to Anggela, summary is a complex task in which students are required to use their prior knowledge to perform cognitive processes on the information that is read.¹⁴ These cognitive processes include evaluating to distinguish key ideas from supporting or unimportant ideas, constructing logical connections between those key and supporting ideas, and condensing the ideas or information to present the gist in students' own words.

¹⁴ Angela Ruffin Williams. "Using text massaging to summarize text". *Ala bama A&M university*. *STRATE Journal*. V.21 N.1, 2011, 24

6. characteristic of good summary

There are some characteristics of good summary, those are ¹⁵:

- a. Proper citation: the summary begins by citing the title, author, source, and the date of publish of the text if that academic journal or others.
- b. Thesis statement: the overall of the statements of the text selections is the authors' central theme. There are some aspect for the statements be effective:
 - 1) The statements comprises into two parts: the topic or general subject matter of the text, and the authors' major assertion, comment, or position on the topic
 - 2) The central theme is summarized clearly and accurately in one sentence thesis statement.
 - 3) The thesis statement does not contain specific details discussed in the text.
 - 4) Thesis statement is stated at the beginning of summary.
- c. Supporting idea: the authors support their statements with supporting ideas. The basic guidelines to summarize supporting ideas as the following:
 - 1) Cover all of the authors' major supporting ideas.
 - 2) Show the relationships among these ideas.

 $^{^{15}\} http://www.sdc.uwo.ca/writing/online_writing_lab/handouts/pdf/Summary\%20Writing.pdf$

- 3) Omit specifics like illustrations, descriptions, and detailed explanations.
- 4) Indicate the authors' purpose in writing such as to inform, to persuade, or to entertain. If the passage is a persuasive, report it on the issue position.
- 5) Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the authors' ideas.
- d. Grammar and mechanics of writing: the grammar and mechanism of writing are important, because as a writer, you communicate with the reader through the sentences have you are wrote. The following are particularly important:
 - 1) Restate the ideas in your own words as much as possible.
 - 2) Use the traditional words for a smooth and logical flow of ideas.
 - 3) Edit and rewrite your work
 - 4) Check your grammar, punctuations, and spelling.
- e. Length: the length of summary depends on how long the original document is.

7. Academic Journal Article

Academic journal article is a scholarly or academic periodical, often published by an organization or society, collecting the articles written about a subject by and for researchers/academics in a field. Journals specialize in specific fields of study. Some journals are described as peer-reviewed. An

academic journal is a peer-reviewed periodical in which scholarship relating to a particular academic discipline is published. ¹⁶

The characteristic of academic journal are, first scholarly, it means that each fact or opinion is documented. Scholarly documentation provides the exact source including the author and the page number for every important bit of outside information, has bibliography, footnotes or endnotes. Second, peerreviewed. It means that academic journal has a peer review board that decides which submissions are acceptable for publication. The last is written by expert, not by journalist. It means that academic journal will typically identify their contributors as professors, graduate students, or other with first hand experience wit the subject matter. Those are explained about the academic journal, so the academic journal is the good information that benefit for students in reading class at forth semester of UINSA Surabaya.

8. Summarize the Academic Journal Article

For the 4th semester of students English Teacher Education Department, Summarize the academic journal is one of their assignments in their reading class. There following are steps to read the journal article that must be considered of students before to summarize academic journal article¹⁷:

a. Look at the structure of the journal article: Abstract, Introduction, Methodology, Results, Discussion, Conclusion, and References.

http://en.m.wikipedia.org accessed on Mei 05, 2014
Dr.Pekka Belt – Dr.Matti Mottonen. "Tips for Writing Scientific Journal".

- b. Read the abstract and conclusion first.
- c. If you find anything in the abstract and conclusion that is important for your paper.
- d. If you need more information, read the whole sections.

The following are the step to summarize the academic journal article:

- a. Read the initial abstract located at the very beginning, which is usually in the form of a short paragraph. The abstract is a short summary of the content of the journal article that will provide you with important highlights of the research study.
- b. Scan and continue reading through the various segments of the journal article, highlighting main points discussed by the authors. Focus on key concepts and ideas that have been proposed.
- c. Realize that separate areas of focus within a journal article generally include sub-section titles that target a specific step or development during the course of the research studies. The titles for these sub-sections are usually bold and are in a larger font than the remaining text.

Circle or highlight each individual portion of the journal article, focusing on the sub-section titles. These segments will usually include an introduction, methodology, research results and a conclusion in addition to a listing of references.

9. Previous Study

There are some researchers have conducted the research about summarizing. The first is the research written by Norisma, Sapiyan, and Rukaini at 2011 by the title "identifying students' summary writing strategies using summary sentence decomposition algorithm" 18. The objective of this research is strategy of summary. The first, the researchers analyzed about experts' written summaries, extracted the strategies used in the summaries, formulated a set of heuristics rules to define the strategies and finally transformed the rules using position-based method into summary sentence decomposition algorithm (SSDA). The researchers proposes an algorithm based on summary sentence decomposition to identify students' strategies in summary writing. The results based on 168 summary sentences have indicated that the algorithm successfully identified these syntax level strategies; deletion, sentence combination, copy-paste, syntactic transformation and sentence reordering. In comparison to human performance, the algorithm's performance closely matched that of human with 94% accuracy in identifying the syntax level strategies. This research will be different, because their research analyze students' summarizing strategies based on summary sentence decomposition algorithm.

The second research was from Fatma Susar Kirmizi and Nevin akkaya at 2011 by the *title "A Qualitative Study on the Use of Summarizing Strategies*

¹⁸ Norisma Idris, Sapiyan Baba and Rukaini Abdullah. "Identying Students......21

in Elementary Education" 19. The objective of this study is to reveal how well summarizing strategies are used by fourth and fifth grade students as a reading comprehension strategy. The research use qualitative approach and use document analysis as the technique to collect the data. The maximum sampling method was used to obtain the data from 246 students from 6 different schools. The researcher ask the students to summarize the text by the title "Environmental Pollution". The summaries wes assessed and codified as follows: surface summarizing, relating to the subject and writing the very same text again, paraphrasing the main idea, divering from the main idea, and missing the main idea. The result shows that in general they found that students made insufficient use of summarizing strategies. This research also will be different, because the object was analyzed and also the technique used in this study was different.

The third research was written by Ambrocse Bruce Chimbganda, the research have conducted at Botswana University for completing his thesis in programming of Doctor Philosophy at Rhodes University. ²⁰The thesis have done by the title "A Study of the Summarizing Strategies Used by ESL First Year Science Students at the University of Botswana". This research analyzes the strategies of students to summarize text. He uses multiple data collection method, which is combination of quantitative and qualitative method. He used

¹⁹ Fatma Susar Kirmizi and Nevin Akkaya. "A Qualitative Study......3

Ambrose B Chimbganda. "a study of students summarizing strategies used by ESL first year science students at the university Botswana". *Published thesis, University of Botswana*, 2006

randomly sample of one hundred and twenty students, and they was completed questionnaires and summarized a scientific text. The students were classified into high proficiency of students, average proficiency, and low proficiency. The result shows which from the Likert type of questionnaire suggest that the ESL first year science students are 'aware' of the appropriate reading, production and self-assessment strategies to use when summarizing. High-proficiency students produce more accurate idea units and more capable of generalizing ideas than low-proficiency students who prefer to "cut and paste" the ideas of the text. This research will be different in the method to collect the data and the participant. In this research will use descriptive quantitative method and the participant are not classified of their proficiency level.

All of those researches have explained about identify strategy in summarizing text by using any different approach. In this research, the researcher wants to know the strategy of students to summarize the academic journal article in the reading fourth class English Teacher Education Department UINSA. The researcher also wants to know about the students' problem when they summarize the academic journal article. The last is to know the quality of the students' summary. The difference between this research and the previous research is this research analyzes the students' strategy used to summarize, and analyze the students' problem when they summarize. One of those objects was not presented in the previous research in

specific. In order to support and complete the previous studies, the researcher will present this matter in this study. Hopefully, this research can give a benefit for the readers, students, teachers, lecturers, and other researchers.

