CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is process of making meaning from printed language. It is the interaction process between the reader and the text which leads to the reading fluency. The result of the interaction is comprehension. Burton states that comprehension is the act of grasping with the mind, taking in. Further, he defines it as understanding in dept; it means that the reader grasps, takes in of the material with which the reader is required to deal. 2

Reading comprehension is defined as the process of building understanding to what the reader reads. It is not one process, but combination of reading itself and understanding process. According to Anderson, reading comprehension is the process of combining

¹ Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners". *The Reading Matrix*. Vol. 5, No. 2, September 2005, 144

² S.H. Burton, *Mastering English Language* (The Macmillan Press LTD: 1982), 53.

information by the reader from a text and his own background knowledge to build meaning.³

Brown states that reading skills comprise four categories: understanding vocabulary, specific information, the main idea, and the ability to infer or gain the meanings that are not explicitly stated in the context of reading.⁴ Therefore, the skilled reader will interact with the text, not just reading the text.

b. Factors Affecting Reading Comprehension

Cited from Mulyadi, according to Turner, factors that influence comprehension are reading material; the program of reading instruction; students' own personality, attitudes, interest, motivation and habits; and reading rates.⁵

Other factors that influence comprehension are decoding skill, knowledge of words and general knowledge, making inference and the last motivation and interest.⁶

⁴ H. D. Brown, *Principals of Language Learning and Teaching* (New Jersey: Prentice Hall, Inc., 1987), 45.

³ Neil J. Anderson, *Practical English Language Teaching Reading* (McGraw-Hill, 2008), 2.

⁵ Mulyadi, "The Effect of Text Familiarity and Students' Level on Reading Strategies" *OKARA Unit Bahasa STAIN Pamekasan*. Vol. 1 Tahun 4, Mei 2009, 118

⁶ Jamal Abedi, et al., "Exploring Factors that Affect the Accessibility of Reading Comprehension Assessment for Students with Disabilities" *National Center for Research on Evaluation, Standards and Students' Testing.* November 2008, 9-10

- Decoding skill. It is an important thought in comprehension among young children. In addition, the period of working memory impacts the understanding of text. The limited working memory will constrain the process of text.
- 2) Knowledge of words and general knowledge. Prior knowledge helps reader to have deep understanding about something. Skilled reader will comprehend the text easily because of their familiarity with the vocabularies and knowledge.
- 3) Making inference. Making inference is imperative in reading comprehension. The ability to infer should be possessed by good reader to understand the text and figurative language.
- 4) Motivation and interest. Motivational factors influence reading comprehension, such as high perception in reading area, students' value in reading and the pleasure of reading. In addition, interesting topic also influence students' reading comprehension.

Furthermore, the reader should know the basic comprehension units in reading to have better comprehension. The units are explained as the following⁷:

 Words. Level of vocabulary is considered as the most crucial key to reading comprehension. Readers' lack of word recognition results to great difficulty of understanding the content of the material.

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⁷ Mulyadi, "The Effect of Text Familiarity..." 118-119

Since reading is about catching the sense of the word, thus, word recognition is very important in reading comprehension.

- 2) Phrases. Understanding phrases will help students to know the meaning of sentence. To know phrases is the students' ability to read them as meaningful or thought units.
- 3) Sentences. To comprehend a text, the reader must possess to comprehend sentence.
- 4) Paragraphs. There are two main points to be considered in comprehending paragraph; they are identifying topic sentence that contains main idea and interpreting its details.

c. Strategies in Reading Comprehension

Comprehension strategies are some steps that used to understand the text. It helps students to be purposeful and active readers to control their own reading comprehension.⁸ Mikulecky and Jeffries put ten skills which reflect the strategies in reading comprehension. They are⁹:

 Previewing. Previewing before reading affects much in understanding what one is reading. The reader previews to get idea

⁹ Beatrice S. Mikulecky - Linda Jeffries, *More Reading Power* (United States of America: Longman, 2003) 17-141.

⁸ C.R. Adler, "Seven Strategies to Teach Students Text Comprehension", (http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension accessed on Lyne 20, 2015).

- of what he will read in the text. When previewing, the readers' brain will make connection between the text and what he already know, and then his comprehension will be faster and better.
- 2) Scanning. It is high-speed reading that the reader does when he looks for a specific piece of information. When scanning, the reader only read the key words that will answer his questions, not all the words in the text.
- 3) Skimming. It is high-speed reading that helps the reader to get lot of information quickly. The reader skims to get general sense of a passage or book, not specific details.
- 4) Using vocabulary knowledge for effective reading. This strategy can be done by guessing unknown vocabularies and word meaning in context.
- 5) Making inferences. When reading, the reader thinks like detective and looks for clues in the text. The clues used for guessing the text and the writers' idea.
- 6) Finding topics. Finding topic is important to know what someone reads.
- 7) Discovering topics of paragraphs. In a paragraph, all sentences discuss the same thing. The reader will know the ideas in the text by discovering the topic in each paragraph.

- 8) Understanding main ideas. Main idea is the author's idea about the topic which is in statement form. It is a complete sentence that included both topic and the ideas that expressed by the author.
- 9) Identifying patterns of organization. The importance of pattern is to make sense of the world around you. There are five patterns of organization in English. First, list of related ideas or examples. In this pattern the writer states the main idea and then gives a list of details to support the main idea. Second, sequence. The writer explains the main idea with series of events or steps in logical order. Third, comparison or contrast, the writers' main idea is a general statement about two things that are similar or different. Fourth, cause or effect. The writers' main idea is an event or action caused another event or action. The last, problem or solution. The writers' main idea is a statement of a problem and the way to solve it.
- 10) Summarizing. It is process of retelling the important parts of the passage in shorter form without changing the meaning of the original passage.

Different with Mikulecky and Jeffries, Adler explains seven strategies to improve text comprehension as the following ¹⁰:

¹⁰ C.R. Adler, "Seven Strategies to Teach Students..."

- 1) Monitoring comprehension: Students who have good monitoring their comprehension will know when to understand what they read and when to ignore it, and they can fix problem in their understanding when the problem arise.
- 2) Metacognition: Metacognition is thinking about thinking. It is strategy that requires the reader to think about the idea in the text when they are reading.
- 3) Graphic and semantic organizers: other names of graphic are maps, webs, chart, frames and clusters. It is the illustration of concepts and relationships between concepts in a text.
- 4) Answering questions: the effectiveness of giving questions are students will have a purpose in reading, focus on what they learn, think actively in what they read, encourage their ability in monitoring their comprehension and help them to review the content of what they have read and relate it with their prior knowledge.
- 5) Generating questions: this strategy is used to measure whether students understand what they read or not.
- 6) Recognizing story structure: this strategy help students to identify the categories of content such as characters, setting, events, problem and resolution and to recognize the story structure using maps.

7) Summarizing: it helps students to determine the important information in what they are reading using their own words.

2. Summarizing

a. Definition of Summarizing

Summarizing is an explanation of ideas in the passage in shorter format. It is important reading skill. The reader should make sure that he understood the ideas in the passage before he writes the summary. The purpose of summary is to describe the content of the essay (or other piece of literature) to someone who has not read it. It means that in summarizing the writer should cover all important information in the essay.

Leonhard states very short definition of summary as a shortened version of someone else's writing or thoughts. ¹² Besides, cited from Ohio Resource Center, summarizing is a process of sorting information in a text and paraphrasing the essential ideas. ¹³

(http://www.aims.edu/student/online-writing-lab/assignments/summarizing accessed on January 11, 2015)

¹¹Aims Community College, "Summarizing" Online Writing Lab,

¹² Barbara Harris Leonhard, *Discoveries in Academic Writing* (Boston: Heinle, 2002), 233.

¹³ Brenda Krum, "Summarizing" *Ohio Resource Center*, (http://www.ohiorc.org/literacy_k5/strategy/strategy_each.aspx?id=000002 accessed on March 23, 2015)

According to Gould, et, al., summary is a succinct account of a work. As a condensation or compression, a summary is a shorter than the work it summarized.¹⁴ They also add that summary is compressing the essence of a text into brief compass, it is shorter than the text and not detail than paraphrase. 15

In addition, Alice Oshima and Ann Hogue explain the different between paraphrase and summary in their book "Writing Academic English". According to them, the length of paraphrasing is same with the length of original text, even the length of summarizing is shorter than the length of original text.

"When you retell a story that someone has told you, you repeat the story in your own words. If your retelling is about the same length as the original, it is paraphrase. If you shorten the story-retelling only the most important points and leaving out the details, it is summary". 16

From these definitions about summarizing, the researcher concludes that summarizing is retelling the idea of the text in shorter format than the original text using our own words. We may not add our opinion in our summary, we just retell the important information in the text in our own words.

¹⁴ Eric Gould, et al., *The act of Writing* (New York: Random House, 1989), 76.

¹⁵ Eric Gould, et al., *The act of Writing* ... 77

¹⁶ Alice Oshima - Ann Hogue, Writing Academic English: Fourth Edition (Pearson Longman, 2006), 136.

b. Characteristics of Good Summary

Characteristic is typical quality or feature.¹⁷ A characteristic of a good summary is the collection of some elements that will make a summary be worth reading. Knowing the characteristics of a good summary is important to avoid plagiarism and missing information in the passage. Based on Leonhard, the criteria of good summary writing are:

"A summary contains the main ideas of the original document. Depending on the method of development used by the writer, it might include major examples. Sometimes, a summary contains indirect quotation, but it usually does not contain direct quotation. Therefore, do not use direct quotation of the original wording".

He also adds that

"A summary should be written in your own words. You should not use the original wording. Instead, you should read the original article, book, and so on carefully in order to understand the author's ideas. Make an outline of the text in your own words. Use phrases in your outline. Then use your own words to say what the author writes". 18

The characteristics of a good summary according to Leonhard almost the same with the characteristics of good summary based on Miculecky and Jeffries. According to them, a good summary includes main ideas and major supporting points of the text. It does not include

¹⁸ Barbara Harris Leonhard, Discoveries in Academic Writing... 233

¹⁷ Oxford Dictionary: Fourth Edition, (Oxford University Press, 2008), 68.

minor details or repeated details and does not include your own ideas or opinion. Summary is shorter than the original text.¹⁹

A good summary should be comprehensive, concise, coherent and independent.²⁰ The explanation of these qualities is as the following:

- 1) Comprehensive. The summary should include all of the important points in original passage.
- 2) Concise. The summary should omit the repetition, even if the author restates the same points. It must be shorter than original passage.
- 3) Coherent. The summary should in logical order. It is may not taken directly from the note-taking because it will be disjointed collections of points.
- 4) Independent. The summary may not change the information in the original passage, but the summary writer should retell it with his own words. The summary writer should be careful to do not include such comments or criticisms in the summary.

Furthermore, there are three keys to write a good summary based on Oshima and Hogue. They stated that a summary is much shorter than paraphrase. In summary includes only the main points, main supporting points and leaving out most details. The writer should use his own

¹⁹ Beatrice S. Mikulecky - Linda Jeffries, More Reading Power... 141

²⁰ "Guideline for Writing a Summary" *Hunter College Reading/Writing Center*, (http://rwc.hunter.cuny.edu/reading-writing/on-line/summary.pdf accessed on June 20, 2015)

words or sentence structure in summarizing, and he should not change the meaning of the original.²¹

Different with some characteristics of a good summary which mentioned above, an article under the title "5 check-points for writing a good summary" explain more detail about the characteristics of good summary.²²

- 1) **Proper citation.** The summary writer can cite the title, author, source, and the date of publication in the case of magazine or journal article.
- theme. To write an effective thesis statement, there are several aspects that should be considered: they are the topic and the author's major assertion. The central theme of the text is explained clearly and accurately in one sentence called thesis statement. The thesis statement does not include specific details and it is stated at the beginning of the summary.
- 3) Supporting ideas. There are some basic guidelines to summarize supporting ideas, such as showing the relationships among these ideas and leaving the illustrations, descriptions and detailed

²¹ Alice Oshima - Ann Hogue, Writing Academic English... 137

²² Garrett Smith. "5 Check-points for writing a Good Summary" *Articlesbase*, (http://www.articlesbase.com/writing-articles/5-checkpoints-for-writing-a-good-summary-96232.html accessed on November 20, 2014)

explanations, indicating the purpose of the author; to inform, to persuade or to entertain, and omitting all personal opinions or ideas; it is to let the reader know that he is retelling the authors' ideas.

- 4) Grammar and the mechanics of writing. Correct grammar will help the writer communicate clearly to the reader. The important points that the writer should do to have good grammar and mechanics of writing when summarizing are: he should restate the ideas as much as possible in his own words, avoid direct quotation, use transitional words to make his summary in logical order and edit and re-write his summary--in this case, he can check the grammar, punctuation and spelling.
- 5) Length. There is no certain rule about the length of a summary. It depends on the original text, but it must be shorter than the original text.

Furthermore, Stephen Reid also writes the ideal summary in the website "Prentice Hall Guide for Writer". According to him, the basic characteristics of summary are:²³

 Cite the author and title of the text. Sometimes, it includes the place and the date of publication or the essay context.

²³ Richard Nordquist. "Summary (Composition)" (http://grammar.about.com/od/rs/g/summaryterm.htm accessed on November 20, 2014)

- 2) Indicate the main ideas of the text. Representing the main ideas of the text and leave the less important details. Main idea is the major goal of the summary.
- 3) Use direct quotations of key words, phrases, or sentences. A few key ideas can be quoted directly, but generally the writer should express the ideas in the text with his own words or paraphrase the text.
- 4) Include author tags. For example, "According to Ehrenreich" or "as Ehrenreich explains". It is important to remind the writer that he is summarizing, not the author. He is not allowed to give his own ideas in his summary.
- 5) Avoid summarizing specific examples or data. The writer may not summarize specific examples or data although it helps him to illustrate the thesis or main idea of the text.
- 6) Report the main ideas as objectively as possible. The writer only retells the text in different and shorter format. He should avoid his reactions and responses in his summary.

These are some characteristics of good summary from various sources. By knowing the characteristics of a good summary, it will help students to write good summary and to identify which one is good summary and which one is not.

B. Review of Previous Studies

There are five previous studies that related to this study. The first study was done by Ainul Yaqin with his study entitle *The Effect of Directed Reading Thinking Activity (DRTA) on Students' Reading Comprehension Achievement at MTs Anwaruddin Gili Genting Sumenep.* The objective of the study was knowing the effect of DRTA on students' reading comprehension achievement. The writer used pre-test and post-test to know the effect of DRTA on students' reading comprehension achievement. The finding of the study was in pre-test the total score for experimental group was 1260, even for control group was 1255. After pre-test, the researcher gave treatment to experimental group using DRTA, for control group, the researcher did not use it. The purpose of the treatment was knowing the post-test score. In the post-test, the result of total score for experimental group was 1575 and control group was 1465. Then using t-test, the writer calculated the standard deviation for both group. And the result was there was significant effect of DRTA on students' reading comprehension achievement at MTs Anwaruddin Gili Genting Sumenep.²⁴

The second study was done by Agus Kusdiyanto with his study under the title *Using STAD Technique to Improve Students' Understanding in Reading* Comprehension at the First Grade of MA Al-Ichsan Brangkal Mojokerto. The

²⁴ Ainul Yaqin, Bachelor Thesis: "The Effect of Directed Reading Thinking Activity (DRTA) on Students' Reading Achievement at Mts Anwaruddin Gili Genting Sumenep" (Surabaya: UIN Sunan Ampel, 2013)

objectives of his study were to evaluate improvement of students' understanding of reading skill to change the study strategy and to know the result and the study strategy with observation. The result of findings showed that in implementing STAD technique, the teacher used two cycles. In the first cycle, in pre-reading activity, the teacher gave the short text function (announcement, advertisement and invitation) to the students, explained the STAD technique and then in group asked them to understand the content of the text. In whilst-reading activity the teacher asked one student in each group to read the text aloud to check their pronunciation, and then looked for the main idea of the short text function. In the last, in post-reading activity the teacher asked them to make short text function. This first technique had not successfully yet to make students enthusiasm in reading and to help them comprehend the text. Then, in the second cycle, in prereading activity the teacher gave a piece of text from newspaper, in group, the teacher asked them to look for the short text function and write the title in the paper, and then the teacher asked them to get the main message. In whilstreading, the teacher recalled about STAD technique and asked them to discuss about the short text function. When the students were discussing, the teacher motivated them by coming to each group and asked them if there were difficult vocabularies. In the post-reading activity, each group asked to make short text function and then submit it. This second cycle was effective to create students' enthusiasm and help them to comprehend the text. Even the result of observation checklist, when doing the first cycle the teacher got difficulty to manage the class; she also forgot to give motivation to the students. For the second cycle, students were no more confused with the mechanism of the strategy. The teacher also motivated students during teaching learning process. The result, students were able to understand the use of STAD technique and comprehend the text.²⁵

The third study was done by Bustanul Arifin. The study is entitled *The* Correlation between Reading Comprehension Ability and Summary Writing Performance in the Second Grade at MA Nurut Tauhid Lumajang. The objectives of the study were to describe the reading comprehension ability, the summary writing performance and the correlation between reading comprehension ability and summary writing performance in the second grade students at MA Nurut Tauhid Lumajang. The population of this research was all students in the second grade at MA Nurut Tauhid Lumajang which contains 40 The result of the study showed that in average the reading students. comprehension ability of second grade students in MA Nurut tauhid Lumajang is good. Most of them have good score in reading comprehension test. While, the result of their writing performance, from the students score, the writer found that in average most of them also have good performances in their summary writing performance. And the last, the result of the correlation between reading comprehension ability and summary writing performance of students at second

²⁵ Agus Kusdiyanto, Bachelor Thesis: "Using STAD Technique to Improve students' Understanding in Reading Comprehension at The First Grade of MA Al-Ichsan Brangkal Mojokerto" (Surabaya: UIN Sunan Ampel, 2011)

grade in MA Nurut Tauhid Lumajang was there was positive correlation between reading comprehension ability and summary writing performance. After the writer decided the homogeneity test of reading comprehension and writing performance, the writer computed the correlation both of them and the result was positive. The writer also used r table to know the significant from both of them, and he found that both of two variables are correlated significantly and positively. The students in second grade at MA Nurut Tauhid Lumajang had a good ability of reading comprehension as well as had a good performance of summary writing.²⁶

The fourth study is done by Rochimah. The title of her thesis was *Using Summarization as a Technique of Teaching English to Improve the Students' Reading Comprehension to the Seventh Grade of SMP 13 Jemurwonosari Surabaya*. The objectives of the study were describing the application of summarization technique that teacher use in teaching reading and testing summarization technique whether it can improve the students' reading comprehension or not. The results were in implementing summarization technique, the teacher used two different cycles. The first cycle, the teacher gave students a text, asked them to read and then asked some questions about it. After that, she asked students to read aloud to check their pronunciation and then

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²⁶ Bustanul Arifin, Bachelor Thesis: "The Correlation between Reading Comprehension Ability and Summary Writing Performance in the Second Grade Students at MA Nurut Tauhid Lumajang" (Surabaya: UIN Sunan Ampel, 2011)

explained about the summarization technique and the steps to write a good summary, and the last she asked students to write a summary. In the second cycle, the teacher gave a text to the students, asked them to read and then she gave a game related to the topic of the day through picture to invite students' background, and the next she asked students to read the text silently. In this second cycle, the teacher gave short explanation about summarization technique and the steps to write a good summary because she have explained it before (in the first cycle), and then she asked students to find the difficult vocabularies. The last activity, the teacher asked students to write a summary. From these two cycles, the second cycle was more effective and interesting for students than the first cycle. In the second cycle the teacher could gather students' attention by picture and students could make a summary using their own words. For the second objective of the study, the writer used questionnaire to collect the data. The result was the technique applied by the teacher was interesting for students and it could improve their vocabulary and motivate them to learn English.²⁷

The fifth study is a journal written by Maryam Babapour and Sasan Baleghizadeh under the title *The Effect of Summary Writing on Reading Comprehension and Recall of EFL Students*. The objective of this journal was to know whether summary writing have any effect on reading comprehension and

²⁷ Rochimah, Bachelor Thesis: "Using Summarization as A Technique of Teaching English to Improve The Students Reading Comprehension to The Seventh Grade of SMP 13 Jemurwonosari Surabaya" (Surabaya: UIN Sunan Ampel, 2009)

recall of EFL students in Iran Language Institute. The participant for this study was 50 Iranian intermediate female students with an average of 18. The 50 participants were divided into two classes with different condition. The first class read the text along with summary, and the second class read the same text but without summary. From the descriptive statistics for both group, the mean score for the first class is larger than the second class, therefore, the result of this study was summary writing could increase the reading comprehension of EFL students and help them to recall what they had read.²⁸

However, there are differences between these previous studies and the present study. The previous studies focused on the effect of DRTA on students' reading comprehension, improving students' understanding in reading comprehension using **STAD** technique, correlation between reading comprehension and summary writing ability, the summarizing strategy used in the class and the effect of summary writing on reading comprehension. While, the present study focus on the ability in reading article comprehension as it is indicated by students' summary writings and the factors that influence their achievement of good summary writings.

²⁸ Sasan Baleghizadeh – Maryam Babapour, "The Effect of Summary Writing on Reading Comprehension and Recall of EFL Students". *New England Reading Association Journal*. Vol. 47 No. 1, 2011