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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

The theoretical framework of this study is based on the concepts and theories about reading comprehension and summarizing strategy that will be discussed below.

1. The Nature of Students' Reading Comprehension

Reading is an interactive process between the reader and the writer of texts to get information include in texts by comprehending it. Caroline (2005,p.71) said that reading comprehension involves much more than readers' responses to text. Futhermore, reading comprehension refers to reading for meaning, understanding, and entertainment. It means that reading not only reads, but also get meaning, understanding and entertainment. Also reading is way to get information and knowledge about the strategy of reading it self.

Snow (2002,p.11) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

The are three elements of comprehension:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended

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- c. The activity in which comprehension is a part

Besides, Catherine Snow (2002, p.12) stated that, to comprehend a reader must have a wide range capacities and abilities. These include:

- a. Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- b. Motivation (a purpose for reading and interest in content being read and self-efficacy as the reader)
- c. Various type of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

In addition, Nunan (1991,p.82) said that comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purpose, making judgment and evaluating.

Based on the explanation above, the researcher conclude that when the readers read, they should comprehend the contents of the text. The readers should know that comprehending is more than just recognizing and understanding words.

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2. Students' Reading Comprehension of Hortatory Exposition Text

In this study, the researcher will focus on students' reading comprehension of hortatory exposition text. Rahmad (2017,p.1) mentioned that a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listeners that something should or should not be in the case.

There are some aspects in hortatory exposition text that should be known by readers. In terms of generic structure of hortatory exposition text can be analyzed as follows:

a. Thesis

Thesis is general statement of topic discussed. It is the main point or idea of view to be presented.

b. Arguments

Arguments are the reasons for concern that will lead to recommendation. Arguments provide the evidence to support the thesis statement. Each paragraph identifies the particular point. The elaboration may be further description, analysis, justification, giving examples, comparing, and contracting, etc.

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c. Recommendation

Recommendation is statement of what should or should not happen or be done based on the given arguments. It makes recommendation for readers.

Then, the hortatory exposition text also can be identified with some language features below:

- a. Abstract nouns, e.g. Culture, etc
- b. Action verbs, e.g. Value, etc
- c. Connectives, e.g. first, second, etc
- d. Modal auxiliaries, e.g. Should, ought to, had better

Based on the explanation above, there are some indicators that should be known by readers to understand hortatory exposition text.

Based on the syllabus of Senior High School 1 Rimba Melintang, here are the indicators of hortatory exposition text:

- a. Identifying main idea of texts
- b. Identifying detail information of texts
- c. Identifying generic structure of texts
- d. Identifying synonym of texts
- e. Identifying reference of texts

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3. Factors Influenced Students' Reading Comprehension of Hortatory Exposition Text

After conducted the research, it was found that there are some factors that were analyzed. Those factors influenced students' reading comprehension of hortatory exposition text. They are material, media, classroom activity, classroom management and teacher's approach.

a. Material

One of the five factors was reading material. From the result of research, it was identified that reading material influenced students' reading comprehension of hortatory exposition text. The students were interesting in the reading material because the researcher explored the reading material which relevant with the topic from any resources such as from internet, the other students' textbook, newspaper, and described them becomes a summary. The researcher explained the material to the students' by giving them some example of hortatory exposition text, and explained the model and practices the strategy for one session.

b. Media

The other one factor that influenced students' reading Comprehension of hortatory exposition text was media. It can not denied that the used of media was very important in activating the students' attention before starting the lesson.

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Besides, the important of technology influenced the education program. One of them is internet assisted language learning, and show them video motivation before begin the lesson. Based on preliminary research, most of the students eleventh grade were enthusiasm following the lesson reading comprehension of hortatory exposition text by using media.

c. Classroom Activity

Another one factor that influenced students' reading Comprehension of hortatory exposition text was classroom activity. Actually, the classroom activity depend on how the teacher feel comfortable delivery the lesson and how the students feel enjoy in learning. Thus, in this research, the researcher designed the classroom activity that make them easy to understand the lesson by supporting of Summarizing Strategy by conducted in individual discussion. Based on the research, it was found that most of the students felt enjoy following the activity in the class. The researcher tried to make them not only in learning but also in playing.

d. Classroom Management

The next factor that influenced students' reading comprehension of hortatory exposition text was classroom management. Based on the research, it was found that the ability of the researcher to control the class was very crucial.

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Moreover, the researcher should used a good strategy in learning to manage the classroom activity. Besides, the researcher needed to explain more detail, loud voice, and many times direction to make them understand the rule of the activity so that the process of the activity could run as the planning.

e. Teacher's Approach

The last factor that influenced students' reading comprehension of hortatory exposition text was teacher's approach. Based on the research, the teacher's approach was good enough because the teacher could adapt with the students. The researcher always checked and make sure the students have understood the instruction, felt them enjoyed in learning.

4. The Nature of Summarizing Strategy

There are many definitions of summarizing given by experts, it is impossible however to discuss all of them in this chapter. Therefore, several of them chosen in this research that is very important to talk about it. Desprit in Amelia (2008,p.94) mentioned that summarizing is telling the main ideas or events of a story in your own words. Zwiers in Amelia (2004,p.94) said that summarizing is a strategy which involves representing, in a few sentences and in your own words. Jones (2009,p.60) mentioned that summarizing strategy as a reading strategy by which the reader takes larger selections of text and reduces them to

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their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Another perspective on summarizing is information the readers not only recap the text after reading but also design their own word from what they read. It can be inferred that a reader must be able to analyze, comprehend the information and get across the writer's intentions or messages.

In short, summarizing strategy is the strategy of teaching reading in giving the main point only about something. It is a brief statement that reviews the major idea of something that has been read. In summarizing, it is needed to separate the important ideas from the unimportant one.

5. The Use of Summarizing Strategy toward Students' Reading Comprehension of Hortatory Exposition Text

The reading process implies the use of reading strategies. Harderbeck (2006,p.9) stated that reading comprehension strategies as mental operation, tools or plans used by readers for facilitating and extending their comprehension. Furthermore, reading strategies demonstrate how readers regard a task, what contextual clues they attend to, how they understand the reading passages, and what they did when they did not understand. Reading strategies ranged from fix-up strategies such as re-reading difficult section and guessing the meaning

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of an unknown word from context, to more broad strategies such as Summarizing and relating what is being read to the reader's background knowledge. So, this research examined the best strategy used in reading named is Summarizing Strategy.

Summarizing strategy is useful for students in terms of reading comprehension, recalling, and organization. This learning strategy is a complex process that students need in their learning process. It requires readers to filter the whole text from important to unimportant ideas, synthesize these ideas to create a new text which includes the basic information from the original material. So, it can be said that Summarizing Strategy can enhance students' reading comprehension.

Based on the curriculum, teaching reading process by using genre based approach. Hortatory exposition text is a kind of text which studied in Senior High School. Rahmad (2017,p.1) mentioned that a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. This text has three element, there are thesis, argument, and recommendation. They also mentioned that the purpose of Hortatory Exposition text is to persuade the readers or listeners that something should or should not be in the case.

From the perspective above, reading strategies are seen to be crucial in the reading process. Therefore, teachers should raise students' awareness of using strategies in their reading practices.

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B. Relevant Research

According to Syafi'i (2014,p.102) relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the design and finding of the previous researchers. These are relevant research which have relevancy to this research.

1. Amelia Hamida, Zainuddin Amir, Fitrawati 2011 conducted a research “The Effect of Summarizing Strategy Toward Students’ Reading Comprehension In Exposition Text at the Second Grade of MAN 2 Padang”. In this research she found that using summarizing strategy could give better effect on students’ ability in reading the expositional text. It is known from the result of the students’ score of pre-test and post-test in summarizing strategy (X variable). It means there is positive impact of summarization instruction on students’ reading comprehension achievement.
2. Hooshang Khoshima, Forouzan Rezaeian Tiyyar in 2014 conducted a research “The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners”. He found that there is a positive and significant influence of Iranian intermediate EFL learners’ response of summarizing strategy could influence students’ reading comprehension. The result of the current study demonstrated that comprehension skills and abilities can be improved



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by employing appropriate strategies. It means that strategy can help learners in reading comprehension.

In conclusion, the researcher above are different with this research. The first relevant research was focused on students' reading comprehension in exposition text at the second grade of MAN 2 Padang. The second relevant research focused on Iranian intermediate EFL learners.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mention by Syafi'i (2014,p.103) the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessment applied by the researcher. In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is summarizing strategy and variable Y is students reading comprehension (hortatory exposition text).

1. In this research, the concept is the procedures of Summarizing Strategy. The researcher becomes a teacher for applying the strategy in the class when doing the research. The

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implementation of Summarizing strategy (variable X) is as follows:

- a. The teacher begin the lesson by asking students what is the definition of summarization and explain the benefits of this strategy in context while reading.
- b. The teacher shows students several correct example and incorrect example of a good summaries of hortatory exposition text.
- c. The teacher discuss each summary with the class and identify wheather the statement is an accurate or inaccurate summary of this scene.
- d. The teacher explain the model and practices the strategy for one sension.
 - 1) List the main ideas for each paragraph in the text
 - 2) Underline the main ideas statements that include the most important ideas from the text
 - 3) Combine any ideas that could go into one sentence
 - 4) Number the ideas in logical order
 - 5) Write the summary in one paragraph
 - 6) EDIT the summary
- e. The teachers ask students to practice summarization

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2. Students' Reading Comprehension (Variable Y)

There are several indicators for reading hortatory exposition text (based on BSNP, 2006) they are:

- a. The students are able to identify the main idea of hortatory exposition text
- b. The students are able to find out the detail information of hortatory exposition text
- c. The students are able to identify the generic structure of hortatory exposition text
- d. The students are able to identify synonym of the words in the text
- e. The students are able to identify references of the word in the hortatory exposition text.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the better the strategy which is used by students, the better the students reading comprehension would be.

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2. Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

H_0 : There is no significant effect between taught by using and without using summarizing strategy toward students' reading comprehension of hortatory exposition text at the state of senior high school 1 Rimba Melintang.

H_a : There is a significant effect between taught and without using summarizing strategy toward students' reading comprehension of hortatory exposition text at the state of senior high school 1 Rimba Melintang.