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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

a. The concept of Reading

Reading is one of the most important skills in learning language. Various definitions of reading have been given by many experts. The definitions are very useful for the writer in conducting a research. In this paper, the writer gives some definitions of reading from experts. Reading is one of the English skills that is very crucial to be taught to the students. It is the most useful activity in order to enlarge students' insight. Through reading, students can update their knowledge. According to Tanskerley (2003, p. 2), reading is a complex process made up of several interlocking skills and processes.

It means that as we are reading, some of processes and skills are needed. Pertaining to the statements above, Nunan (2003, p. 68) stated that reading is a process of the readers to combine the information from the text in order to build a meaning. Dealing with this, Hasibuan and Ansyari (2007, p. 114) say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is.

In that way, what's in your head is just as what's on the page in the process of creating meaning (Johnson, 2008, p. 4). Besides, the purpose of reading itself is to get new information, to amuse the readers and to

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enhance new knowledge. Regarding this, Smith (2004, p. 125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something new to enhance their knowledge. Moreover, Klingner (2007, p. 2) believes that meaning, learning, and pleasure are the ultimate goals of learning to read. Reading is the best way to increase our knowledge. It is clearly stated that reading is an interactive process between reader and text to get the meaning and information and as the result is comprehension.

b. The concepts of reading comprehension

Reading comprehension is the main purpose of the reading activity from someone. According to Westwood (2008, p. 31), Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use their active thinking to filter, interpret, organise and reflect the information. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Dealing with Klingner (2007, p. 8)

“Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use)

as well as variables related to the text itself (interest in text, understanding of text types)”.

It means that the primary activity of reading is to comprehend what the text is about. To comprehend the text, the readers have to use their previous knowledge and strategy when they are reading a text and try to understand the meaning or information of the text. Regarding with the idea, Syahputra (2014, p.96) states:

“Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension to a new form of input text”.

It means reading comprehension is one component in the four of language skills that should be mastered by the readers especially students as an application skill that involves other purposes (listening and speaking). Smith and Robinson in Sri Suharti (2011, p. 93) argue that “Comprehension means understanding”. This means that reading comprehension is a process of thought where the readers understand the writer’s ideas and interpret them into his or her own needs. Paris (2005, p.76-77) points out three levels of comprehension, it useful to distinguish three separable (although interacting) levels of comprehension processes in reading:

- a. Decoding processes refer to the perceptual and conceptual processes involved in getting from the printed word on the page to word and sentence meanings in the mind of the reader.

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- b. At the next level of analysis, propositions are interrelated in a complex network, called the *microstructure* of the text. In addition, the hierarchical relations among the various sections of a text are determined.
- c. Although inferences play a role in the construction of the textbase, the textbase (i.e., the mental representation that the reader constructs of the text) remains close to the text from which it was derived. Generally, however, the process of meaning construction processes beyond the text itself.

So, it is necessary for students to master reading comprehension. Because in reading comprehension, the students should have knowledge about understanding the reading passage. The common questions on the passages in comprehending the texts are about the main ideas, and details information of the text. If the students comprehend the text, of course the process to understand meaning will run well.

There are some reading components that may help students to read. They are as follows:

1) Topic

According to Longman (2010, p. 613), topic is talking about or written about. In different speech communities, there are different rules about what topic may or may not be discussed. For example, in some communities illness, death, a person's income, and a person's age may be considered unsuitable topics for conversation. It is more general than main idea. The topic may be stated in a word or short phrase. The

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topic can be developed to become main idea. So, it will help the reader to identify the main idea of the paragraph.

2) Generic Structure

This term refers to the way a text is organized to guide readers in identifying key information (Klingner, 2007,p.76). Texts are organized in different ways. This is very important to differentiate the genres of English texts because every text has different generic structure. A key characteristic for all text types is the requirement to orient or introduce the character involved in the story, the time and place in the story Knapp, (2005, p.222).

3) Language Features

Language feature is the characteristics of language or grammar that is used in the text.

4) Reference

One of the aspects of comprehension is that the readers must be able to mention the particular object or thing that has been mentioned by author. In line with the ideas above, Longman (2010, p.499) says that reference is the relationship between words and the thing, actions, events, and qualities they stand for.

5) Making Inference

One important aspect of comprehension involves making inferences while reading. The readers must look for clues and try to guess what the text is about. It is called making an inference (Mickulecky and Jeffries, 1996, p.150). It means that the readers must

create the conclusion of what they have read. Making inferences can be defined as forming the readers conclusion and as their comprehension result.

c. One-Word Summaries Strategy

One-Word Summaries is a strategy that is used to the students with grade level 4-12. This strategy is used in order that the students choose a text or small selection that the students will read for finding meaning, paraphrasing, and summarizing It means that this strategy is designed to help students reflect their comprehension after reading and will help the students to identify key words from a passage and then the student can make summary easily.

Besides, according to Wormeli (2005, p. 122-123), One-Word Summaries helps student get into the habit of summarizing text routinely by identifying key concept and idea in the text. In addition, according to Preszler, J. (2006, p. 18) One-Word helps students focus on main ideas and themes of a reading or topic under study the strategy aids in comprehension development, finding meaning, paraphrasing, and summarizing.

In conclusion, One-Word Summaries is a perfect strategy, a chance for students to consolidate and clarify their emerging understanding the harder text, before you move on to teach more new ideas or concepts. It's simple, straightforward, productive, efficient and instantly useful way for understanding of the harder text easily. In this study, One-Word

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Summaries strategy is used for the second grade students in teaching reading comprehension.

d. The Procedures of One-Word Summaries Strategy

Teachers need to provide the students with frequent opportunities to reflect on their learning. Without this reflection time, students may not have a complete knowledge of what is being taught or the teacher must do reteach. One-word summaries is efficient and immediately useful, requiring very little preparations; the teacher just has to deliberately implement it at crucial and relevant. According to Wormeli (2005), there are some steps in using one-word summaries strategy explained as follows:

PROCEDURES OF ONE-WORD SUMMARIES STRATEGY

PROCEDURES	PRINCIPLES
The teacher chooses a text or small selection that the students will read.	According to, (K. Nell: 2010), the text is really important for shaping reading comprehension process and in shaping reading comprehension development. Teachers must think about selecting the text that are appropriate levels of difficulty for students.
The teacher is having the students read a small sections silently	Reading silently improves students understanding because it helps them concentrate on what they are reading, rather

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	<p>than the pronunciation of individual word.</p> <p>According to (Yoon: 2002), silent reading has been a familiar component of most reading programs for decades. Silent reading also help develop the skills of reading for a purpose, as the focus in on understanding the content without the additional burden of having to pay attention to pronunciation.</p>
<p>The teacher asks students to choose one word that would summarize the previously read section.</p>	<p>Word is very important in summarizing. Ask students to choose a single word that best summarizes the reading and then write a page or less explaining or justifying the word choice and reflecting their summary and knowledge of the text.</p> <p>According Tokylene, Beers(2003), to encourage what often becomes a lively debate (yes, even with struggling readers), ask students to choose what they consider to be the most important word from the text they have just read.</p>
<p>The teacher asks the students to be able to explain why they choose</p>	<p>By providing an explanation can train students to speak in front of the group discussion and not just read the text.</p>

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the word that they did.	<p>According to Klinger, (2007, p. 8) giving opportunities for students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material-an effective practice for improving fluency.</p> <p>The students must be able to defend the word that they choose and then explain why they choose that word. Ask students to choose a single word that best summarizes the reading and then write a page or less explaining or justifying the word choice and reflecting their summary and knowledge of the text (Angelo and cross 1991).</p>
The teacher asks students to discuss this in small group before having to write their rationale.	<p>Using discussion to connect literature and other texts with a variety of experiences and the prior knowledge of the reader maximizes students' learning, given that they critically discuss topics worth talking about, Sweet, (2000, p. 11)</p>
The teacher asks the students to continue	<p>According to Karen, J, (2005, p. 12), after students read a small chunk of text, they stop</p>

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reading the section (silently or in pairs/group) and write one word summaries with rationale.	and paraphrase what they just read (determining important). They ask themselves, “what was the big idea here? What important information did the author just give me? If students are unable to retell/paraphrase the chunk of text or determine what was important, they should reread the chunk to gain more information.
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e. Narrative Text

Narrative text is one of the genres of text that tells the reader what happened; it retells the past events. Grace and Sudawarti (2007, p. 152) stated that the purpose of narrative text is to amuse the readers/listeners with actual or imaginary experience in different ways.

f. The Advantages of One-Word Summaries Strategy

One of the advantages of this strategy is that every kid can do it well. Therefore, by applying One-Word Summaries Strategy, we can find some advantages, they are:

1. One-Word Summaries Strategy indeed encourages content reading intending to make students ready for autonomous reading and understanding.
2. The teachers can identify students' weaknesses in reading comprehension and make the essential efforts to solve their comprehension problems as much as possible.

3. The teachers can understand whether or not the students properly use One-Word Summaries strategy in reading comprehension and recognize which parts of reading comprehension are challenging for the learners or which parts are not fully considered by them.

B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'i, 2013, p.94). It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in order to avoid plagiarism. Besides, we have to analyze the designs, findings, conclusions, and recommendations drawn by previous researchers. There are some relevant researches that have been conducted by previous researchers as in the following:

The relevant research taken by researcher in this research is a research that was conducted by Sari (2012) entitled the effect of using Magnet Summaries strategy on students' Reading Comprehension a study at Second year students' of SMAN Sungai Rumbai. She used experiment design that consisted of experiment class and control class. The population of this research was 122 students of XI IPS SMAN 1 Sungai Rumbai, she used cluster random sampling to find out the experiment and control class. She used pre-test and post-test to collect the data. After analyzing the data, she found that there was a significant effect of using magnet summary strategy on reading comprehension at second year of SMAN 1 Sungai Rumbai. This research focused on spoof and hortatory exposition text.

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The second researcher is Siti Liyah Fadliyah (2015) she was a student of English Education Department at Islamic State University of Sultan Syarif Kasim Riau. The research entitled The Effect of Using Linguistic Roulette Strategy on Students' Reading Comprehension of Islamic Junior High School Masmur Pekanbaru. The population of this research was the eighth grade students of MTs Masmur Pekanbaru in 2014-2015 academic years. It had 2 classes. They were VIII I and VIII II. The number of the eighth grade students of MTs Masmur Pekanbaru was 62 students.

Analyzing students' reading comprehension of narrative text, the researcher used graduated standard of English lesson in MTs Masmur Pekanbaru (SKL) that was 75 for students' reading comprehension of narrative text, it means for those who get score <75 , they do not pass graduated standard (SKL), while for those who get score ≥ 75 , they pass graduated standard (SKL). In order to find out whether there is a significant difference between students' reading comprehension of narrative text before being taught by using linguistic roulette strategy and students' reading comprehension of narrative text after being taught by using linguistic roulette strategy. The data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test.

Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013, p.94). This is very crucial because

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operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of One-Word Summaries Strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension of Narrative text as a dependent variable. The indicators are operationally conceptualized as follows:

Variable X: One-Word Summaries strategy in teaching reading comprehension :

- a. The teacher prepares particular text to be given to each student via copy of the text material.
- b. The teacher asks the students to read a small section silently.
- c. The teacher asks the students for choosing one word that would summarize the previously read section.
- d. The teacher asks the students to be able to explain why they choose the word that they did.
- e. The teacher asks the students to discuss this in small group before having to write their rationale.
- f. The teacher asks the students, Once students understand the process, they should continue to read the selection (silently or in pairs/groups) and write a one word summary with a rationale.

In the same way, based on the syllabus at State Senior High School 2 Tambang, the indicators of reading comprehension of narrative text are as follows:

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- a. Student are able to identify the main idea of narrative text.
- b. Students are able to identify characters of narrative text.
- c. Students are able to identify the synonym and antonym of narrative text.
- d. Students are able to identify the pronominal reference of narrative text.
- e. Students are able to identify generic structure of narrative text.

D. Assumption and Hypothesis

1. The assumption

In this research, the writer assumes that students' reading comprehension will be better by using One-Word Summaries Strategy in teaching reading narrative text.

2. The hypothesis

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

a. The Alternative Hypothesis (H_a)

There is a significant difference in students reading comprehension of narrative text between those who are taught without using One-Word Summaries Strategy and taught by using it at State Senior High School 2 Tambang.

b. The null Hypothesis (H_o)

There is no significant difference in students' reading comprehension of narrative text between those who are taught without using One-Word Summaries Strategy and taught by using it at State Senior High School 2 Tambang.

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- a. The null Hypothesis (H_a)

There is a significant effect in students reading comprehension of narrative text between those who are taught without using One-Word Summaries Strategy and taught by using it at State Senior High School 2 Tambang.

- b. The null Hypothesis (H_0)

There is no significant effect in students reading comprehension of narrative text between those who are taught without using One-Word Summaries Strategy and taught by using it at State Senior High School 2 Tambang.