

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

In this chapter, this study was described some important points which include lots of theoretical reviews from some related literature support to this study. There were some descriptions that include such as conception of reading comprehension, teaching reading comprehension, and summarization in reading to make understand deeply for the reader.

2.1.1 Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). There are a lot of definitions of reading. Linguists give various definitions of it. According to Moats, reading is the fundamental skill upon which all formal education depends (in Westwood, 2008:2). It means that reading is the basic skill to master all the skill in English such as listening, speaking, and writing. Through reading, the reader will get much information.

According Celce-Murcia (2001:187) reading has to be the central means for learning new information and gaining access to alternative explanations and interpretation. The writer agrees that reading is the primary thing because it provides information to the readers or as an access for getting an explanation about anything. Therefore, reading can be believed to be a central activity.

Brown in Lenawati (2011:7) states that reading involves the identification and recognition of printed or written symbol, in which it serves as stimuli for the

recall of meaning built up through past experience, and further to the construction meaning throughout the reader manipulation of relevant concept already in this possession.

According Karen (2003 in Syafrinal, 2015:21) reading comprehension is dependent on three factors: the first factor is that the reader has commented on the linguistic structure of the text. The second factor is, the reader is able to exercise metacognitive control over the content being read. The third and the most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

Harmer (2008:8) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading comprehension is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the reader needs many abilities and skill to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves the reader's abilities to discover the meanings needed to achieve the particular piece of information, solving problem through reading, working to grasp ideas of following a set of direction.

According Aukerman in Agoestyowati (2010:138-139), there are four processes of reading:

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a. Perceptual learning

It is the ability to progress in establishing perceptual discrimination, first of gross shape, objects, people, places, and then of finer shapes such as letters and words.

b. Associative learning

Many variables in associative learning will be needed to establish a connection between a printed word and its spoken counterpart. Intelligence, past experience, motivation, physical alertness, are some of the variables in the associative process of learning to read.

c. Cognitive learning

Cognition is the relating of the new experiential stimuli to past experiences and to past learning. It involves comparing, recognizing similarities and differences, evaluating and interpreting learning, etc.

d. Affective learning

Reading involves another important mode; the affective learning that is triggered by emotions. In reading, this takes place when the reader's emotions are stimulated by the printed word.

According Hughes (2003:116-117) the course objectives of macro-skills involve: scanning text to locate specific information, skimming the text to obtain the gist, identifying stages of an argument, and identifying examples presented in support of an argument. While the course objectives of micro-skills involve: identifying referents of pronouns, using context to guess the meaning of unfamiliar words, and understanding the relations between parts

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of text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.

According Manzo (1995 in Sari, 2013:18) the act of reading is said to be composed of two parts: the process and the product. The process refers to the functions, or operations, that one goes through in deriving meaning, whereas the “product” or more appropriately “products”- refers to the actual information and insights reached as a result of reading.

Furthermore, (Farrell, 2009 in Sari, 2013:18) in which reading is the process of constructing meaning through the dynamic interaction between the reader’s existing knowledge, the information suggested by the written language, and the context of reading the situation.

According Aaron et al in Butler and Silliman (2002:45) that reading consists of two components, decoding and comprehension. *Decoding* is the word recognition process that transforms printed two words, whereas *comprehension* assigns meaning to words, sentences, and texts. It is also now widely accepted that reading is a language-based skill. Word recognition relies heavily on phonological and lexical knowledge, whereas comprehension of larger discourse units requires syntactic, morphological, semantic, and discourse knowledge. A logical consequence of the language bases of reading is that children who have deficiencies in one or more aspects of the language will experience difficulty learning to read.

According Lado (1961 in Kamizar, 2015) that reading in the foreign language consists of grasping meaning in the written language. He further

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maintains that linguistics mean is to include the denotation conveyed by language to all speakers of it is as opposed to meaning that are receptive by those have specific background information. It generally is not known by the other speakers.

According Brown (2003:189), there are some types of reading:

a. Perceptive

Perceptive reading tasks involve attending to the components of the larger stretches of discourse: letters, words, punctuation, and other graphic symbols. Bottom-up processing is implied

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features o language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

c. Interactive

Included among interactive reading types are stretches of language, of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The focus of an interactive task is to identify relevant features (lexical, symbolic,

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grammatical, and discourse) within the texts of moderately short length with the objective of retaining the information that is processed.

d. Extensive

Extensive reading applies to texts of more than a page up to and including professional article, essays, technical reports, short stories, and book. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposite to asking test-takers to zoom in on small details.

Based on the definitions of reading from some experts above, the writer concludes that reading is the basic skill to master all of the skills in English (listening, speaking, and writing) because it provides information to the readers or as an access for getting an explanation about anything. To renew their information they should keep reading activity continuously because reading is an active process.

The main thing that should be considered in reading is comprehension. Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vaughn and Linan-Thompson, 2004:98-99). Reading comprehension is the ability to take information from writing text and do something with it in a way that demonstrates knowledge or understanding of that information (Brassel and Rasinski, 2008:18).

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According Blanton, et al in Westwood, (2008:31) , reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. In conclusion, the writer agree that comprehension demands that readers do something with a text, the readers need to take information from the text and transform it in some ways using their own thought process in order to comprehend and demonstrate comprehension of what they have read. To comprehend the text, the reader must use the information that they already have to filter and interpret the incoming information.

According McNamara (2007 in Yazdani, 2015:54) mentioned three reasons to claim the necessity of reading comprehension strategies. First, many readers do not know exactly whether they adequately comprehend the text. It is believed that acquisition of reading strategies helps readers improve their comprehension calibration. Second, many readers have a misconception of comprehension. When they read a text, they settle for shallow levels of comprehension. Third, deep comprehension of technical text is a difficult challenge for nearly all adults even skill readers. As a result acquisition of better strategies of reading comprehension is needed as a lifelong reader.

According Torgesen in Westwood (2008:33) states that reading comprehension is both a cognitive and an affective activity. So, good readers are *active* in the sense of becoming involved cognitively and emotionally in what they are reading. They are often sharp to use text as a way of obtaining



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new information, acquiring new ideas, solving problems, and as a source of enjoyment.

According Haris and Graham (2007:8) reading comprehension is a complex process that involves many interactions between readers and what they bring, as well as variables related to the text itself. Then, McCardle et al, in Westwood (2008:33) view that comprehension processes draw on many cognitive and linguistic abilities.

According Sheng (2003 in Kamizar, 2015) that reading comprehension questions, measure students' ability to read with understanding, insight, and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including the student's ability to recognize both explicitly stated elements in the passage and assumptions underlying statements or arguments in the passage as well as the implication of those statements or arguments.

According Pardo (2004:272-280), reading comprehension is defined as a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Reading comprehension is also defined as The ability to interact with words and ideas on the page in order to understand what the writer has to say. It involves the meaningful interpretation of written language and it involves an interaction of

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the reader, the text and the situation in which the text is read, (Bunner, 2002: 51).

Mikulecky (2000:55) proposes several ways, which should be known by the readers in order to be able to comprehend different reading material most efficiently of six ways as follows.

1. Develop new schemata about what reading is and how it is done most effectively.
2. Break the habit of reading every word.
3. Learn how to tap background knowledge to better employ top-down processing.
4. Acquire some skills which are required for fluent reading in order to strengthen or support the bottom-up processing.
5. Acquire reading skills which enhance the interaction of top-down and bottom-up processing modes.
6. Read English text for pleasure or enjoyment.

According Barret in Brassel and Rasinski (2008:17), there are three levels of taxonomy of comprehension:

- a. Literal Comprehension

It is the lowest level of reading comprehension. In this level, the readers are able to retell or recall the fact or information presented in a text. For example, he or she can tell to us about the name of the main character because that information is stated explicitly in the text. The information required for literal comprehension comes largely from the text itself.



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b. Inferential Comprehension

It is a higher level than literal. Over here, the readers are able to take information that is inferred or implied within a text. For example, he or she can realize that main character is angry about what the character says and what he does (Westwood, 2008:32).

c. Critical Comprehension

It is the highest level in the taxonomy. Over here, the readers are able to make critical judgments about the information presented in the text. For example, the readers are able to detect good writing style from the author, or to compare and contrast information with other facts that they have read elsewhere (Westwood, 2008:32).

Successful and skillful readers should be able to read by using the above tips as basis for comprehension as Mikulecky stated before. Study reading comprehensions have revealed that the use of above points result in efficient reading. In order to comprehend written materials, the readers must have schemata for defining the purpose of reading, identifying the organizational patterns of the materials and interpreting the key concepts.

So, the writer concludes that reading comprehension is an active thinking process, to comprehend a text the reader must use the information that they already have to filter and interpret the incoming information.

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2.1.2 Component of Reading

There are two component of reading that will be discussed here, they are vocabulary and grammar. Both of them are described as the following.

1. Vocabulary

How to understand the meaning of words, based on the context, is a very important factor in reading comprehension because many words have alternative meanings. This is essential to make sense of the whole text (Smith, 2001 : 119). Vocabulary is one of the important things in language components, in learning English that need to be having more attention. It considered as important aspect because if the students have less of knowledge in vocabulary the might not able express their ideas. So the mastery of vocabulary will help learners in English especially in understanding the content of text. Fisher et. Al (2000:129) states that vocabulary development is crucial aspect learning to read. In other word, the number of different meaning for these as quoted words both affect the reading comprehension. And the more word we know, the more easily we can recognize word in print. Moreover, read more effectively and efficiently, students in English will need to enlarge their vocabulary. So the student who has difficulty in recognizes word quickly or accurately is likely to be a slow reader. And it also as disadvantages for the learners when they wish to find the answer for a question.

2. Grammar

The students might encounter some difficulties in answering the best test especially in form of easy test. Most of the students were fail to answer the question because they do not understand how to answer the question with a good

English, one of the difficulties students encounter in learning to read is making correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They need to be given hints and explanation about certain English orthographic rules and peculiarities.

The third strategy is using efficient silent reading technique for relatively rapid comprehension (for intermediate and advance level). This strategy will not apply to beginning level students because they are still struggling with the control of limited vocabulary and grammatical patterns. Intermediate to advance level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not to pronounce each word to them, they should try to visually perceive more than one word at one time, and unless the word is absolutely crucial to global understanding, students should skip over it and try inferring its meaning through its context.

Fourth strategy is skimming. Skimming consisted of quickly running one's eyes across a whole text (in essay, article, or chapter for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

Fifth strategy is scanning. Scanning consisted of quickly searching for some particular piece of pieces of information in a text, scanning exercises may ask students to look for name or dates, to find a definition of a key concept or list a certain number of supporting details. The purpose is to extract certain specific

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The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2006, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this following way:

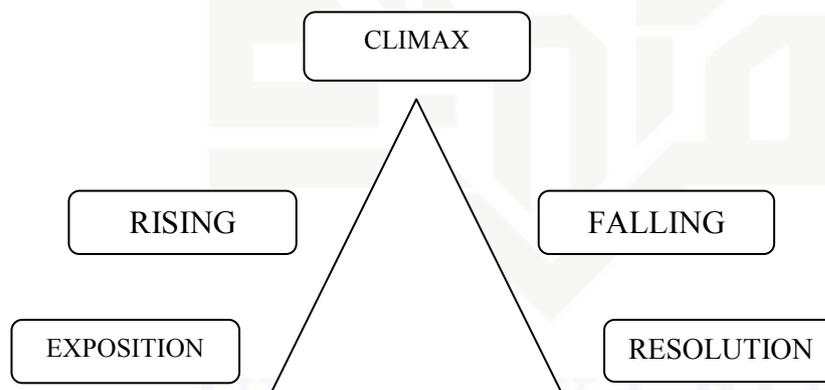


Figure 2.1 : Freytag Triangle

- a. That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and situation. (b) Rising

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action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005)

- b. On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve that main characters and oven serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audients is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.
- c. There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific



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characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense; simple past, past continuous and past perfect tense.

- d. In addition, there are some types of narrative. They are humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

2.1.6 Summarization Technique

1. The Concept of Summarization

First, what is summarization? According to Rick Wormeli (2004) in his book *Summarization in Any Subject 50 Techniques to Improve Students Learning*; summarization is restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner.

Robert Marzano, Debra Pickering and Jane Pollock (2001) prove summarization is among the top nine most effective teaching strategies in history of education. Specially, on summarizing and note taking on non linguistic representations and on cues, questions, and advanced organizers provide ample evidence of the learning power of summarizing and the advantages of actively processing information rather than just receiving it passively.

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Adopted from the third International Conference on Humanities and Social Science, April 2, 2011 summarization is an abridgement expressing the mind idea of the text through reported speech and relating to paraphrasing. It has to be shorter than original text, contain the mind idea of the text, and when necessary, reported speech was obligatory used (Phanlapa Khathayut, April 2011).

Brown & Smiley 1977 said that Summarization is a comprehension rest on the assumption that readers are or can be made aware of important or potentially useful text. It appears that even third graders can distinguish more important and less important text information.

According Nencova-Mckeown in Columbia University Summarization technique need to produce a concise and fluent summary conveying the key information in the text. The summarizers identify the most importance sentences in the text. Which can be either a single sentences or a cluster of related texts, and string them string them together to form a summary.

According Crowford & et.al (2005 in Zulrahman), Summarization is a technique for the students read a text closely for understanding. It rational is like all cooperative learning task, but in this research the writer will be dived the students into a group, one group consist of four students.

Ponce, (2000 in Khoshsima & et.al : 2014) stated that summarization is probably the most significant and encompassing of all reading strategies available to the learner for effective studying and comprehension. The process of summarization focuses on the major points of the texts and provides the reader with a conceptual frame work that accelerates both memory and comprehension.

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In addition Brown & et.al (1981 in Khoshsima & et.al, 2014) argued summarization technique is referred to as summarization technique which is rule based, that is, it has a set of rules which each student takes into account to generate a summary. The students with their group make the summary of the text and can present the point that they have from the text.

Thomas (2010 :100) stated that Summarization is metacognitive means of monitoring, through which students can evaluate their understanding of passage that they have just read. it means that a student who has not comprehend a selection is almost have difficult summarizing the text.

According Dole & et.al (1991 in Alireza) Summarization is a broader, more synthetic activity for which determining importance is a necessary, but not sufficient, condition. The ability to summarize information requires readers to sift through large unit of the text, differentiate important ideas. So the researcher has been demonstrated to improve students reading comprehension.

Rinehart, Stahl & Erickson (1986) said that Summarization cultivates active reading and minimizes passive reading, which influences comprehension stated that Active reader are Involved in processing and manipulating information, using their schema or mental semantic network to organize incoming information retrieve stored information and focus attention on key concepts. Summarization allows reader to differentiate the ideas from supporting or importance idea.

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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 based on Rick Wormeli (2004);

Step 1 Preview

- Have students preview the passage
- Ask them to think about what they expect the passage to read.
- Ask students to read the text until they know what the text about

Step 2 Main Idea

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

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
- Polish their thoughts
- Make sure complete sentences are used and

- Check the students use their own words are extremely important.

From all of the steps the writer make conclusion after the first step, students preview the passage and ask them to think about what they expect the passage to read and then there is one more step to ask the students read the text until they know what the text about. So here the writer put the second step to read first the text. After reading a text, students ask themselves what the whole article is about and identify the author's message about that topic, students generate the main idea in their own word, and then 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, and for the last one, the 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.

Use summarization technique in the midst of a unit to help students monitor their own comprehension and to generate feedback for teacher on how their comprehension is developing. And of course, use summarization after learning experience and the students comprehend the text, so students can process or make sense of what has been learned and can move the material into long term memory. it is mean that the students love the material after they comprehend it in Rick Wormeli (2004 *Summarization in any subject*).

So for the last to make sure according to Rick Wormeli (2004), Summarization can be thought of as complex processes where students spend time restating the essence of text or an experience in as a few words as possible or in a

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new, yet efficient, manner. Using this technique, the students' summaries are analyzed by counting the number of main idea and main supporting. Main ideas are in the original text. The result of the research indicates that student's summaries fall within a good category. Those are some of the differences between conventional techniques with Summarization techniques, so researcher has argued that the Summarization technique suitable to be applied in teaching Reading Comprehension, because learning will become more interesting and challenging so that the knowledge of the students will be stimulated become willing to understand the content of a text that given. Therefore, this study is highly motivated in conducting the present study to find out the extent of improvement of the students' achievement in reading comprehension.

2.2 Motivation

2.2.1 Definition of Motivation

Motivation refers to the reasons underlying behavior (Guay et al., 2010:712). Then, Johnstone considered motivation as a stimulant for achieving a specific target. Another definition was stated by Broussard and Garrison (2004), they broadly define motivation as the attribute that moves us to do or not to do something (106). Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in learning process. In the study of Kinder in Washoe, he found that motivation is psychological mechanisms governing the direction, intensity, and persistence of

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action not due to solely to individual difference in comprehension to overwhelming environmental demands that coerce the force action.

According Ryan &Deci (2000:54), to be motivated means to progress or to be in motion to do something. Crump believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement. Motivation can be as motor or encourager for someone to do some actions in achieving the goal that he/she desired; thus, if the students want to achieve their goal in learning, they must have motivation.

Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978).

2.2.2 Kinds of Motivations

There are two general types of motivation, one based on intrinsic interest in the activity and the other based on rewards extrinsic to the activity itself.

1. Intrinsic, extrinsic and motivation.
 - a. Intrinsic motivation

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be motivated by the enjoyment of learning process itself or by the desire to make themselves feel better in learning.

Intrinsic motivation also defined as engagement in an activity for the pleasure and satisfaction derived when trying to excel, to reach a new standard, or to create something new. Individuals with IM toward accomplishment focus on the process rather than the outcome of an activity and seek to feel competent and creative. Finally, intrinsic motivation to experience stimulation represents involvement with an activity for the experience of fun, excitement, and positive sensations (Vallerand et al. 1992).

b. Extrinsic Motivation

In contrast to intrinsically motivated behaviors, extrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. In other word, extrinsic motivation comes from any numbers of outside factors. Furthermore, an extrinsically motivated student studies and learns for other reasons; for example the needs to pass the exam, the hope for financial reward, or the possibility of future travel. Both of the motivations work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning. An extrinsically motivated student studies and learns for other reasons.

This type of motivation does not necessarily imply a lack of self-determination in the behaviors performed. Rather, Deci and Ryan (1985; Vallerand, 1997) maintained that different types of extrinsic motivation (EM)

can be classified along a continuum according to the extent to which they are internalized into the self-concept (that is, the extent to which the motivation is self-determined).

Within the realm of education, three levels of EM have been distinguished (Vallerand, 1997; Vallerand et al., 1989, 1992, 1993). From the lowest to highest level of self-determination these are: (1) external regulation, (2) introjected regulation, and (3) identified regulation. External regulation is defined as those activities that are determined by sources external to the person, such as tangible benefits or costs. If the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process (instrumental orientation, Gardner & MacIntyre, 1991).

A second type of extrinsic motivation which is more internalized into the self-concept is introjected regulation. Introjected regulation refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. Although the source of the pressure is internal, it is not self-determined because the people are reacting to a pressure, not acting on the basis of personal choice. An example of this type of regulation are the students who practice an L2 because they would feel ashamed if they could not speak the L2. Learning would only take place as long as they felt the need to reduce guilt.

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The most self-determined form of extrinsic motivation is identified regulation. At this point individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. In this situation, students would carry out the activity because of its importance for achieving a valued goal. For instance, language learners who feel that L2 fluency is an important aspect of their educational development will endure repetitive oral exercises in the interest of attaining this level of competence.

Amotivation. Deci and Ryan (1985) contrasted all types of IM and EM with amotivation. Amotivation refers to the situation in which people see no relation between their actions and the consequences of those actions; the consequences are seen as arising as a result of factors beyond their control (cf learned helplessness; Abramson, Seligman, & Teasdale, 1978). In such a situation, people have no reason, intrinsic or extrinsic, for performing the activity, and they would be expected to quit the activity as soon as possible.

2.2.3 Integrative and Instrumental Motivation

The motivation is understood as *integrative* and *instrumental* motivation, as stated by Gardner and Lambert. Integrative motivation can be defined as a willingness to become a member of another ethno linguistic group. In other words, the language is learned with intention of participating in the culture of its people.

Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt



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1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation (Finegan 1999:568). Integrative motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the target language group.

Meanwhile, instrumental motivation is desire to gain social recognition or economic advantage through knowledge of a foreign language; for instance, language is learned as the support of purpose relating to occupation. instrumental motivation concerns an individual's primary concern for language development, apart from social goals in second language acquisition.

Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language comprehension,



reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

2.3 Related Studies

The first related study is investigating the Using Summarization as a technique of teaching English to improve student's reading comprehension at seventh grade of SMP 13 Surabaya that written by Rochimah (2009). The result of the research showed that there was an increasing in students comprehension skill. This could be seen from the result of students assessment in the end of the research. All the students could reach the standard minimum score. Thus the second cycle was considered as the last cycle.

The second related study is The Effects of Using Summarization Model on the English Learning Skills among Junior High School Students, by Hadiwinarto(2015), University of Bengkulu, Indonesia. This research was aimed at describing the effects of Summarization learning model on the reading and writing skills of junior high school students in learning English. This research applied one group pretest-posttest design. Data were collected by using tests and analyzed by using descriptive analysis and t-test. The result showed that: the average score for reading skill before the experiment was 50.00 and the average score for reading skill after the experiment was 65.58. On the other hand, the average score for writing skill before the experiment was 38.21 and the average



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2.4 Operational Concept and Indicator

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variable used in analyzing the data.

In this research, there are three variables; the two of them are independent variables. The first independent variable in this research is Summarization technique. The second one dependent variable; is students' motivation and independent variable is reading comprehension.

The indicators of Summarization technique are:

1. Teacher ask students to preview the passage.
2. Teacher ask students to think about what they expect the passage to read.
3. Teacher ask students to read the text until they know what the text about
4. Teacher ask students to ask themselves what the hole article is about
5. Teacher ask students to identify the author's message about the topic.
6. Teacher ask students generate the main idea in their own words
7. Teacher ask students find the major detail of the text more specific
8. Teacher ask students to consider any notes that were taken during the reading of article
9. Teacher ask students take time to review their summary
10. Teacher polish students thoughts after they do summary time
11. Teacher check students summary to make sure complete sentences are used
12. Teacher check students use their own words in their summary because are extremely important

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The indicators of reading comprehension are:

1. Students are able to identify main idea
2. Students are able to identify supporting detail.
3. Students are able to identify reference pronoun
4. Students are able to identify vocabulary
5. Students are able to identify inference

The indicators of motivation are;

1. Students have reason underlying behavior
2. Students have stimulant for achieving a specific target
3. Students have the attribute that moves them to do or not to do something
4. Students have a factor that encourages taking action and being active
5. Students have Psychological mechanisms
6. Students have Intensity
7. Students have persistence of action
8. Students have Excitement
9. Students have Interest
10. Students have keenness toward learning
11. Students have enthusiasm towards learning
12. Students become learner's orientation with regard to the goal
13. Students have admire the culture



The indicator of dependent variable is the minimum score of KKM at SMP An Anamiroh Pekanbaru. The KKM of English subject is 80.

2.5 The Assumption and the Hypothesis

2.5.1 The Assumption

This Study wants to improve the students reading comprehension through Summarization technique. There are other researchers that used Summarization technique in teaching learning process which can improve the students reading comprehension. This study uses those previews studies which used as a basic consideration to conduct this present study. The related study which are used as references are described in chronological order below.

2.3.2 The Hypothesis

Hypothesis is researcher's tentative prediction of the results of the research findings (Gay, 2009: 71). It means hypothesis states researchers' anticipation which concerns on the relationship between two variables in the research problem. Therefore, the hypotheses are formulated as below:

Ho1: There is no significant difference of students' motivation posttest mean score between an experimental group and a control group at SMP AN NAMIROH Pekanbaru.

Ha1: There is significant difference of students' motivation posttest mean score between an experimental group and a control group at SMP AN NAMIROH Pekanbaru.

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Ho2: There is no significant difference of students' reading comprehension post-test mean score between an experimental group and control group at SMP AN NAMIROH Pekanbaru.

Ha2: There is significant difference of students' reading comprehension post-test mean score between an experimental group and control group at SMP AN NAMIROH Pekanbaru.

Ho3: There is no significant effect of students' motivation and reading comprehension improvement between those students who are taught by using summarization technique and conventional technique at SMP AN NAMIROH Pekanbaru.

Ha3: There is significant effect of students' motivation and reading comprehension improvement between those students who are taught by using summarization technique and conventional technique at SMP AN NAMIROH Pekanbaru.