

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is a way to get information. Almost of every aspect in our life is covered by reading. Reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation.<sup>1</sup> It means that from reading we can get information and explanation about something from written text . It supported by Maxom, that reading is one of the key skills in learning language.<sup>2</sup> It means that from reading we can be easier to learn about language because reading can increase our knowledge and we can show in form of speaking or writing. Reading is set of skill that involves making sense and deriving meaning from the printed word.<sup>3</sup> It means that reading is ability to get information from written text such as making inference about they read. According to Murcia, the purposes of reading are:<sup>4</sup>

- a. To search for information
- b. For general comprehension
- c. To learn new information

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<sup>1</sup>Marianne Celce, *Teaching English as A Second or Foreign Language* (USA: University Press, 2001), 187.

<sup>2</sup>Michell Maxom, *Teaching English as Foreign Language for Dummie* (England: Wiley, 2009), 139.

<sup>3</sup>David Nunan, *Practical English Language Teaching :Young Learners* (New york: Mc Grwa- Hill, 2005), 69.

<sup>4</sup>Marianne Celce, *Loc, Cit.*

d. To synthesize and evaluate information

Furthermore, according to Hasibuan and Fauzan, reading is an activity with a purpose and interactive process that goes on between the reader and the text, resulting in comprehension<sup>5</sup>. From the explanation above, it can be concluded that reading is a process that readers do to gain information or activity that readers do that have certain purpose.

## 2. The Nature of Reading Comprehension

Reading is comprehending.<sup>6</sup> It means that if we can read the words of a text, but do not understand what we are reading, we are not really reading. How much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the reader, the activity of reading, and the text. These three intersect to affect how well comprehension occurs.<sup>7</sup> Besides, 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.<sup>8</sup> It is supported by Harris and Graha that reading comprehension is a multicomponent, 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,

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<sup>5</sup> Kalayo Hasibuan and Fauzan, *Teaching English as A Foreign Language* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 114- 5.

<sup>6</sup> Ellen McIntyre, Nancy Hulan, and Vicky Layne, *Reading Instruction for Diverse Classroom* (New York: The Guilford Press, 2011), 113.

<sup>7</sup> Kalayo Hasibuan and Fauzan, *Loc. Cit.*

<sup>8</sup> Sharon Vaughn and Sylvia Linan- Thompson, *Research-Based Methods of Reading Instruction* (USA: ASCD, 2004), 98.

understanding of text types).<sup>9</sup>It means that comprehension is a process that involves prior knowledge and interaction between readers and text in comprehending the text. Reading comprehension includes the following:<sup>10</sup>

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions

Furthermore, Brown states that there are two kinds of skill that must be mastered on reading comprehension :<sup>11</sup>

1. Micro skills
  - a. Discriminate among the distinctive graphemes and orthographic patterns of English
  - b. Retain chunks of language of different lengths in short- term memory
  - c. Process writing at an efficient rate of speed to suit the purpose

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<sup>9</sup> Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford press, 2007), 8.

<sup>10</sup> Sharon Vaughn and Sylvia Linan- Thompson. *Op. Cit.*, 99.

<sup>11</sup> H.Daughlas Brown, *Language Assesment Principle and Classroom Practice* (San Francisco: Longmen, 2003), 187.

- d. Recognize a core of words, and interpret word order patterns and their significance
  - e. Recognize grammatical word classes (nouns,verb,etc), system (e.g.,tense, agreement, pluralization), patterns, rules, and elliptical forms.
  - f. Recognize that a practical meaning may be expressed in different grammatical forms
  - g. Recognize cohesive devices in writing discourse and their role in signaling the relationship between and among clauses.
2. Macroskills
- a. Recognize the rhetorical forms of written discourse and their significance for interpretation
  - b. Recognize the communicative functions of written texts, according to form and purpose
  - c. Infer context that is not explicit by using background knowledge
  - d. Infer links and connection between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, generalization, and exemplification
  - e. Distinguish between literal and implied meanings
  - f. Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata
  - g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and activating schemata for the interpretation of texts.

Besides, according to Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that Comprehension entails three elements such as <sup>12</sup>:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

Furthermore, she said that to comprehend, a reader must have a wide range of capacities and abilities.<sup>13</sup> These include :

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

From the explanation above, it can be concluded that reading comprehension is a process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking

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<sup>12</sup>Cathherine Snow and Chair. *Reading for Understanding toward An Research and Development Program in Reading Comprehension RNAD Reading Study Group*, (Santa Monic: CA, 2002), 11.

<sup>13</sup>*Ibid.*,13.

key ideas. Beside that, the reader will get idea or meaning from the written text.

### 3. Teaching Reading

To make the process of teaching successfully and become a great challenging act for teacher to teach reading, The teacher must decide what kinds of method that they will use and what kinds of reading text that they give. There are some key principles of teaching reading as follows:<sup>14</sup>

- a. Exploit the reader's background knowledge
- b. Build a strong vocabulary base
- c. Teach for comprehension
- d. Work in increasing reading rate
- e. Teach reading strategies
- f. Encourage readers to transform strategies into skills
- g. Build assessment and evaluation reading into your teaching
- h. Strive for continuous improvement as a reading teacher

Hasibuan states that teaching reading has three activities, they are :<sup>15</sup>

- a. Before reading
  - a) Set a purpose or decide in advance what to read for
  - b) Decide if more linguistic or background knowledge is needed
  - c) Determine whether to enter the text from the top down or from the bottom up

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<sup>14</sup> Neil Anderson, *Practical English Language Teaching* (Singapore: Mc Graw-Hill/Contemporary, 2003), 74-75.

<sup>15</sup> Kalayo Hasibuan and Fauzan, *Op.Cit*, 117

- b. During reading
  - a) Verify prediction and check for inaccurate guesses
  - b) Decide what is and is not important to understand
  - c) Reread to check information
  - d) Ask for help
- c. After reading
  - a) Evaluate comprehension in a particular task or area
  - b) Evaluate overall progress in reading and in particular types of reading task
  - c) Decide if the strategies used were appropriate for the purpose and for the task.

#### **4. The Nature of Analytical Exposition Text**

An analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, news paper articles, academic speech or lectures, research report etc. Besides, this text is popular among science, academic community and educated people. In addition, this text gives information such as: explaining something, giving direction, and showing how to do something to the reader.<sup>16</sup>

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<sup>16</sup> M. syafi'i, M. Fauzan & Jonri Kasdi, *The Effective Paragraph Development: The Process of Writing for Classroom Setting* (Pekanbaru: LBSI, 2007), 62.

Knaap states that analytical exposition text is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it.<sup>17</sup>

Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happen around us. In order to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.<sup>18</sup>

Based on the explanation above, it can be concluded that analytical exposition is a type of text that is intended to explain and persuade the reader to strengthen the explanation, the writer needs some arguments as the fundamental reasons of the given idea.

The generic structure of analytical exposition usually has three components: thesis, arguments, and reiteration or conclusion.<sup>19</sup>

- a. Thesis : Introduce the topic and indicates writer's position; outline of the main arguments to be presented.
- b. Arguments : it consists about point and elaboration point, states the main argument outlined in preview elaboration, develops and supports each point of argument

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<sup>17</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing [Electronic Book]* (Australia: A UNSW Press book, .2005), 191.

<sup>18</sup> Atikah Cikok shakar, "Analytical Exposition, 2010,"<http://www.scribd.com/doc/23978194/Analytical-Exposition> (Accessed June 12, 2011)

<sup>19</sup> Gerot and wignell, *Loc Cit*, 197-98.

- c. Reiteration : Reiteration (restatement), restate writer's position.

According to Gerot and Wignell, language features of analytical exposition are as follows :<sup>20</sup>

- a. Focus on generic human and non human participants.
- b. Use of relational process
- c. Use of external conjunction to stage arguments
- d. Use of simple present tense
- e. Reasoning through causal conjunction or nominalisation

## 5. The Nature of Four Step Summary Strategy

Strategy, this word comes from the ancient greek term *strategia* meaning generalship or the art of war. More specially, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.<sup>21</sup> Some learning Strategies involve direct and indirect strategies. Learning strategies that directly involve the target language are called direct strategies. Direct strategies consist of :<sup>22</sup>

- a. Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.

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<sup>20</sup> *Ibid.*,198.

<sup>21</sup> Rebecca L.Oxford, *Language Learning strategies* (New York: Newbury House Publisher, 1990),7-8.

<sup>22</sup>*Ibid.*, 37.

- b. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.
- c. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.

Meanwhile indirect strategies are divided into :<sup>23</sup>

- a. Metacognitive strategies allow learners to control their own cognitive – that is, to coordinate the learning process by using functions such as centring, arranging, planning, and evaluating.
  - b. Affective strategies help to regulate emotions, motivations, and attitudes.
  - c. Social strategies help students learn through intreraction with others.
- All these strategies are called “indirect” because they support and manage language learning without directly involving the target language.

Summary is a short restatement of the main points of articles, stories, films, or chapters in textbooks.<sup>24</sup> It means that summary is to retell the statements in short word from article and etc. Four-Step Summary is a reading strategy that has students pull together the most important information in their reading text. For the first step, students determine the main idea of the piece. Then they provide a gist of the

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<sup>23</sup>*Ibid.*, 135.

<sup>24</sup> Maurren Auman, *Step to Writing* (Washington: Sopriswest, 2005), 8.

text information by creating a summary that has three parts: a beginning, middle and end.<sup>25</sup> This strategy involves creating summary of text and students practice reducing text into the most important information. Students write to learn, record important data, and apply what they learned.<sup>26</sup> This strategy includes in direct strategies especially cognitive strategies, because cognitive strategy is used for understanding and producing the language. In addition, cognitive strategies are essential in learning a new language<sup>27</sup> such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.

The purposes of this strategy are as follows :<sup>28</sup>

- a. Share ways to summarize big ideas about a passage's main ideas or key events in a clear, concise manner
- b. Help students develop and demonstrate comprehension abilities
- c. Teach ways to identify major and minor details
- d. Teach ways to remember details for assessment and writing assignments.

## **6. Procedures of Four Step Summary**

There are some steps that have to follow dealing with Eileen Carr's opinion. There are as follow:<sup>29</sup>

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<sup>25</sup>Eileen Carr, *Loc. Cit.*

<sup>26</sup>Stanfill and Silver, *Loc. Cit.*.

<sup>27</sup>Rebecca L.Oxford, *Op. Cit.*,43.

<sup>28</sup>Maurren Auman, *Loc. Cit.*

<sup>29</sup> Eileen Carr,*Loc. Cit.*

- 1) The teacher selects a short and easy text that will be used to model the summary strategy or introduce and preview the text to be read.
- 2) The teacher gives instruction to the students to read the text and tell them that you are going to teach them a strategy for summarizing passages from the reading, which will help them remember what they have read.
- 3) The teacher explains the steps in the Four-Step Summary strategy:
  - a. Identify the topic of the reading text
  - b. Tell how the passage begins
  - c. Describe or tell what is covered in the middle (or what the passage is about)
  - d. Explain or tell how the passage ends.
- 4) The teacher selects a reading text and guide the students in the application of each of the four steps.
- 5) The teacher divides the students into small groups and share their summaries.

In addition, there is another procedure of Four Step Summary, as follows:<sup>30</sup>

- a. Before reading

Introduce and preview the text to be read. The teacher gives students the Four Step Summary and discuss the steps in the strategy.

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<sup>30</sup>Stanfill and Silver, *Loc. Cit.*

b. During reading

The selection is read individually, in pairs, or in small groups. Students read, keeping in mind the formula used to summarize when finished.

c. After reading

After reading, the teacher models the strategy, putting information on the graphic organizer according to the four steps.

In conclusion, the researcher select Carr's procedure to be applied in the classroom. Because the explanation of procedure is more clearly.

## 7. The Graphic Organizer of Four Step Summary

### The Four Step Summary

What are you summarizing?	What does it beginwith?	What is in themiddle?	How does it end?
Final summary:			

## B. The Relevant Research

To avoid the same title in the research, then the writer shows the relevant research which is done by previous researcher. Syafi'i states that the researcher is required to observe some previous researcher conducted by other researcher in which they are relevant to the research you are conducting.<sup>31</sup>

Previous research is :

1. Par Leonardus, in his research focussed on the students' writing ability of expository paragraph through Four Step Summary startegy at Class XI IPS

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<sup>31</sup> M.Syafii S, *From Paragraphs to A Research Report: Writing of English for Academic Purpose*(Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive,2001), 122.

3 SMA Negeri 1 Karangjati. The result of this research showed that students' writing ability increased. He found that the students were really interested and encouraged to do the writing activities during the action and they had the positive responses on the implementation of the intended strategy in reading. Besides, the students said the strategy was new and really helpful then the strategy was effective to solve the students' problem in determining the topic, main idea, and supporting ideas in writing expository paragraph.<sup>32</sup>

### C. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y.

1. The using of Four Step Summary is as variable X, the indicators are as follows :<sup>33</sup>
  - a. The teacher selects a text that will be used to model the Four Step Summary
  - b. The teacher gives instruction to the students to read the text
  - c. The teacher teaches the students about Four Step Summary from the reading, which helps them remember what they have read

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<sup>32</sup>Parleonardus. "Students' Writing Ability of Expository Paragraph Through Four Step Summary at Class XI IPS Karangjati ",(UNS- Pascasarjana. Unpublished undergraduate Thesis, 2011)

<sup>33</sup>Eileen Carr, *Loc.Cit.*

- d. The teacher asks students to apply the strategy
  - e. The teacher divides the students into small group and share their summaries.
2. The students' reading comprehension as variable Y, the indicators are as follows :<sup>34</sup>
- a. The students are able to identify the topic of analytical exposition text
  - b. The students are able to recognize the meaning of vocabulary on analytical exposition text.
  - c. The students are able to identify the generic structure (thesis, arguments, and reiteration) of analytical exposition text.
  - d. The students are able to indentify reference
  - e. The students are able to identify communicative purpose of analytical exposition text

#### **D. Hypothesis**

In this research, the researcher formulates the hypothesis as follows:

Ho : There is no significant effect of using Four Step Summary toward students' reading comprehension on analytical exposition text at the second year of SMA N 1 Tualang.

Ha : There is a significant effect of using Four Step Summary toward students' reading comprehension on analytical exposition at the second year of SMA N 1 Tualang.

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<sup>34</sup> Team of Curriculum SMAN 1 Tualang, *Loc.Cit.*