

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses about some topics. They are students' perceptions, type of perceptions, the definitions of reading, reading technique, reading comprehension, summarizing technique, content based summarizing technique, procedure of CBST, previous study.

A. Perceptions

In teaching and learning process, the students' perceptions have a very important role in the success of teaching and learning process, because the students are the center of every learning process. The word of perceptions derived from the latin word "*perceptio*". Its means that accepting or taking. The perceptions itself is difficult to formulate as a whole. Therefore, some expert differ in defining the word of perceptions. Here are some definitions of perception according to some expert:

According to Shidu (2003) students' perspectives is the students' perspectives on something that happens in the learning process which the result will be evaluated by the teachers to improve the students' learning. Hong (2003) also adds that perception is someone's thought on something they learn to measure how their attitude toward using something, whether they agree or not about the method or something they have learn. Students have their own opinion toward something they gets from teaching-learning process and how they reach toward it.

According to Obregon & Waisbord in Marisa (2020) the perception is divided into three knowledge, attitude and behavior.

a. Knowledge

According to Adolf & Stehr (2017) states that knowledge is information, understanding and skills acquired through education or experience. Johnse added (2014) also added that knowledge is considered as understanding the right thing and just not opinion. A person's knowledge can influence a person's attitude in making decision about a problem. Knowledge itself as a resource that make us know about the world.

b. Attitude

According to spencer attitude is an attitude that humans have that can effect their attitude in acting in everyday life. Bohner in marisa (2020) also add that attitude is summarizing evaluate something. Attitude are evaluative statement, whether favorable or unpleasant about a person, object or event. Attitude is not the same values that the people hold and explain their attitude in many situations.

c. Behavior

According to Caplin behavior is all actions or activities for example reactions, response, answer. Greene (2017) also add that behavior is the result of personal contexts and cultural social, and historical meanings. Human behavior is the result of all kind of experiences and human interactions with the environment which are manifested in the form of knowledge, attitude and actions. In other word, behavior is the response or reaction of an individual to stimuli that come from external and internal.

From the definitions above, the students' perceptions are how the students' thoughts or give response what they have done and learned. In this case, the students' perceptions focus on the use of Content Based Summarizing Technique. Every student has different expectations and opinions. Some students also have different effects of using CBST. So the researcher feels that need to explore the students' perceptions of using CBST.

B. Type of Perceptions

According to Irwanto in Siti's thesis (2020) perception is divided into two parts, they are the positive and negative perceptions.

- a) Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it. This will be continued by activating or accepting and supporting the perceived object
- b) Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in the perception. It will proceed with passivity or reject and oppose the perceived object.

C. The Definitions of Reading

Reading is the most important factor to increase someone's understanding and knowledge that can form personality. Reading can keep away from ignorance and wrong thinking Unal (2010). Reading also one of the English skill that is very important for the students to master it because reading can give effect on their ability to communicate. The purposes of reading is being able to read and understand short text in a smooth way or speak a few simple sentences and read poetry (ministry of national education, 2004). So the main purpose of reading is to understand ideas and

the ability to capture the meaning in reading texts, in form of free texts, narration, prose or poetry that concluded in a written or unwritten texts.

D. Reading Technique

There are four reading techniques: Scanning, Skimming, Intensive and Extensive reading by Christine in Syatriana (2010) :

1. Scanning

Scanning reading is reading with short time or very quickly. When someone use scanning to read, they will transcend many words. According to Mikulecky and Jeffries (2005) reading scan is important to improve reading skill. This reading technique is used to find the important information as quickly as possible. In general someone usually read words by words in each sentence. Practicing reading scanning techniques can read and understand reading texts faster. Reading scanning usually done when the reader looking up the meaning of the word or term in a dictionary, phone number. The point is the reader focus on the information or the problem that the reader needed.

Scanning is a technique to find information from quick reading, by sweeping page by page evenly. The aims of reading scan is to find the important information in a book. In scanning activity the reader has determined the words that they want to find. The reader also does not read other parts of the text except the information that they needed. This is usually do very well if the reader know well about they want to find so they will directly look for the specific answers.

2. Skimming

Skimming is quick reading that the aim is to find out general content from reading texts. Skimming is used to find out the author's point of view about something, to find the pattern of the paragraph, find quickly the general ideas, Farida Rahim (2005). In skimming, the reading process will do jumping around by looking at the main ideas and understand the big theme in reading text. Skimming are usually 3 or 4 faster than normal reading. The aim of skimming is to recognize the topic of reading, to find out someone's opinions and to get the important part we need without read all the text.

Reading skimming is usually done when we read a newspaper. This reading technique is carried out the necessary information so the reader don't need to read all information in the reading text. The reader just read the important things that can represent the information that the reader wants to know for example the title, table of contents, preface and other general things.

3. Intensive reading

According to Tarigan (2008) intensive reading is a thorough and detailed reading that will be do in the class. The reader in intensive reading the reader should be given a text that is accordance with their wishes so from the text given will be able to increase their motivation in reading. It also intended that they show a deeper curiosity in finding information in the text because they like and interest the text that they have read. Intensive reading is one of speed reading skill that requires a high understanding in detail and dept of the content of a reading text or reading deeply to get the understanding of the content from a particular books or reading text. Intensive

reading also known as careful reading. Because reading carefully will get interesting thing in the reading text.

4. Extensive reading

According to Tarigan (2008) extensive reading is a brief and extensive reading of some reading text or books. In reading, the teacher should be given the appropriate text to the students' abilities. The text that is too difficult for the reader will cause difficulties in understanding the content of the text so the information that they could have captured could not be absorbed at all or understood. Therefore, in extensive reading the readers should be chosen multilevel reading material according to their language skill. Extensive reading is speed reading that is not concern with deep understanding or understanding as needed from several reading text. Extensive reading are intended to obtain the important information but this is not in detail. The important information can already see or draw the conclusions about the subject matter or the main problem in the text. Extensive reading can be used when the reader read several text that have the same major problems and draw the conclusions about the text even though the details are different.

E. Reading Comprehension

According to Linse (2005) that reading comprehension is a process of negotiation of understanding between the writer and reader. The point is a deliberate, active and interactive process that occurs before, during and after reading a writing text. It means that the readers can feel what the author thinks when reading a reading texts. Natalia (2004) defines that reading comprehension is an important academic skill. It can be said that when the reader has understood a reading text, the reader can

restate the main ideas of the texts, some fact and the details of the texts. Jerry G also explains that the ability of the students to understand the reading's content, it depends on their knowledge of the topic in a reading. It's clear that background knowledge will influence the reader in understanding the text, because when the reading process, the reader will construct various interpretation of the text with their background knowledge to gain all understanding.

From explanation above we know that reading comprehension is not only how to get the meaning of each word or sentence, but the important one is how the reader can conclude the author's writing and understand the author's idea. It means that a person cannot be a success reader if they only identifies the words, they must gain a deep understanding so that they can get conclusion and restate what the author's said in the text.

F. Summarizing Technique

According to English teachers, summarizing techniques is skill to conclude reading texts. Summarizing technique is also one of the most important skill that must be possessed by every students, Joseph (2016). So a teacher must help the students to develop their reading skills, especially in summarizing the main ideas or important ideas in paragraph in the reading texts. Summarizing techniques can also facilitate the students to improve their reading comprehension with focus on the meaning of reading texts and reading comprehension, it is better when students involve questions themselves in reading texts to monitor their reading comprehension and improving their ability to teach independently Joseph (2016). When the students'

independent ability to read text increases, it can make it easier for the teacher to reduce their role in the class.

In this study, the summarizing technique is different from the summarizing technique in traditional sense. Traditional summarizing techniques are summarizing techniques that are often understood as a way to reduce the shortest reading texts. However, the summarizing technique in this research is a summarizing based on the content or the meaning of reading texts.

G. Content Based Summarizing Technique

Content Based Summarizing Technique (CBST) is a technique to summarize the reading texts based on the contents of a discourse text. In the process of summarizing, there is some information that must be entered and there is information that must be discarded. The question is which information should be included in the summarizing and which is not or discarded. According to O'Dell, in Zana (2017) the most important thing in reading a text is the students can understand the general content of reading texts and they also able to determine the specific and important information.

According to Hannings in Zana (2017) the important skill is the ability of the students to find the main idea in the paragraph. In this case the main purpose of teaching reading is to make easier for the readers to find the important ideas in reading texts Content Based Summarizing (CBST) emphasizes understanding in the main ideas of reading texts and these main idea must be specified or summarized. Thus CBST emphasized the reading text comprehension obtained through

understanding the contain of main idea in reading text. In the main idea there are not only topic sentences, but also supporting sentences.

H. The Procedure of CBST

The first, the teacher make or choose a reading text that appropriate with the students' abilities. Second, the teacher share or give a reading text that they have made or selected. Third, the teacher instruct the students to read the reading texts and give mark the main idea. Fourth, the teacher guiding the clue to the students to quickly find the main idea of reading text. Fifth the teacher give instruction to the student to write down the main ideas that they have found, if necessary supporting sentence also. Sixth, the student combine or harmonize the main ideas or supporting sentences that they have recorded into one paragraph or more.

The procedure applied in CBST can give the students opportunity to understand the main ideas of reading text. CBST also does not require the students to focus on the detail of the text because it will interfere the ability of the students to understand the content of the text. This CBST also can help the students to get the main ideas quickly after reading the text through quick scanning in reading text Chambers in Zana (2017). Beside that it can also reduce the students' boredom in reading

I. Previous Study

In conducting this research, the researcher found many things, including the successful of using CBST in reading learning on previous study. The researcher found several similar studies. Here are several previous studies that have been conducted by several researchers. Zana Chobita A (2017) in Palu, central of

Sulawesi. She implements Content Based Summarizing Technique at two state Islamic senior high school (Madrshah Aliyah Negeri). the result of the study found that the students who use Content Based Summarizing Technique have good effect to their reading skill.

Caenie (2004) also states the result of his research that there is a significant differences between the student who learn to read using CBST and the student who are taught by CBST. This technique can make the students more understand and quickly find the important points in reading text that they read.

Duke (2002) also states that CBST is good and effective technique that can be applied by English teachers in reading learning because it is a simple technique. This can provide new experiences for the students in improving reading skill. Therefore, CBST is considered capable and easy to be applied by English teachers in teaching students to read English text.