

II. LITERATURE REVIEW

This chapter presents the concept of reading skill, reading text, type of reading skills, the concept of macro and micro of reading comprehension, news item text, teaching news item by using *Jakarta Post*, the procedure of teaching *Jakarta Post*, the application of procedure in teaching *Jakarta Post*, and hypothesis.

2.1 Concept of Reading Skills

Reading is one of important skills which needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they are required in reading.

Reading is as an active process between the reader and the text (Sutarsyah. 2013: 5) Based on the statement above, the writer assumed that reading is an attractive process between the text and the reader. The simple definition of reading is the construction of meaning from a printed messages or written messages and construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive meaning of the text.

According to Akyol (2006:29), Reading is a dynamic inferring process that makes communication between writer and reader essential. This means that reading is the

ability to determine the gist of the information in the whole texts or each paragraph.

Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Ozbay. 2006:5). It means that reading skill is the aptitude that people have in finding the meaning or the purpose the text they read without interruption. The process of brain and mental in inferring the text by the manner people have.

From those definitions above, the writer concludes that reading as one of complex language skills it can also be assumed that in reading process the reader not only understand a set of words in the sentence but also able to grasp the message from graphic symbols. The reading process is not merely a physical process but also a mental process. In applying the skills of reading, it must be based on the other sub-skills.

According to Huges A. (1991:117) states two sub skills that can be developed in reading they are micro and macro-skills.

In macro-skills they are:

1. Scanning text to locate specific information. The ability find out the information by reading line by line in reading text. The ability Locate the specific information you are looking for. The students try to anticipate how the answer will appear and what clues you might use to help you

locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

2. Skimming text to obtain the gist. The fast reading ability finds out the main idea of the text. The process can be done by reading the title, reading the introduction the paragraph, and reading the first sentence of every other paragraph to find the idea or information needed in the text.
3. Identifying stages of an argument. The ability finds out the suggestion and conclusion from the source in the text. It can be used to classify which one belongs to the conclusion and suggestion. It also can be said as the ability to infer the messages of the text.
4. Identifying examples presented in support of and argument. The ability of the students in giving the example of the evidence and statements in order to claim the something is true.

In micro-skills these are:

1. Identifying referents of pronouns. This skill is used to show the people or the speaker who states the words or phrases in the text.
2. Using context to guess meaning of unfamiliar words. The ability to find the familiar word or the words synonym that its words are used in the text.
3. The ability Understand the relation between part of text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas. In other words, this skill is used to identify the generic structure of the text. It also can be used to mention that the text belong to inductive and deductive paragraph. Following the sub-skills above, the writer believe that in reading skills, the reader is expected

not only to read the symbol of the written form but also comprehend the text in order to find the message of the text stated by the author. The reader should be able to obtain the gist, locate specific information, identify referents of pronouns, guess meaning of unfamiliar words, and understanding relation between parts of the text as conclusion of ideas. Those five sub-skills are as the common sub-skills of reading comprehension.

Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information readers get). Therefore, reading a foreign language needs reading comprehension. According to Caidwell (2008: 4) states, that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. This mean that the students should be able to analyze content and infer the purpose of the text.

From the definitions above, it can be inferred that reading as one of language skills which is a complex skill. In reading someone not only understands a set of words in sentence but also get the messages in the text being read. Students have to be interested in reading to get the information in the text.

2.2 Reading Text

Reading is a mean that involves between the readers and the writers' transaction, reading without comprehending is an empty action. Therefore, reading is very

important to us. Reading text can be used as a guide to help the readers in getting the meaning.

To get the meaning of the text, it depends on how to use the brain to process the information from the text and it is supported by the existing knowledge of readers. Reading is bringing meaning and getting the information from printed or written materials Jelinek (1991: 67). This statement identifies that one draws cohesion that is ready to be transmitted in written information and pointed out in reading instruction, which involves primarily sense of written materials, and reading is not only reading the lines but also reading between the lines beyond the lines.

2.3 Types of Reading Skills

Before talking about the types of reading skill, the researcher views at reading from its aspect. Here, the researcher finds out two aspects namely oral and silent performance. In order to achieve those aspects, (Brown 2001: 312) points out reading performances divide as oral and silent reading. Where oral reading or reading a loud, while silent reading can be also achieved through reading comprehension.

(Brown 2001: 312) states silent reading may be the subcategorized into intensive and extensive reading. This term is focused to organize the classroom in teaching and learning process.

According to Nuttal (1984: 146) Reading approach can be categorized into two:

2.3.1 Intensive Reading

Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, student's role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibility to find out what students can or cannot do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on and the activities, prepare the class undertake the tasks, make sure everyone in class works productively and improve steadily according to his capabilities. For example: the teacher gives a text to the students, and then he finds out the students ability by using question and answer under the text. For example; (1) what is the main idea of the texts?, (2) how the incidents happened?, (3) what is the reason of the man is suggest us?, (4) the word "fall" has the same meaning with?, and (5) the underline word refers to?.

2.3.2 Extensive Reading

Extensive reading program is a private world of reading for reader's own interest. Readers read what they want to read for their own pleasure. This program should be encouraged to do because by reading extensively, a reader found the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better result in their progressing at increasing speed of

productive skill's improvement. For example they can read novel, magazine, article, and short story to make the reading ability become better than before. By reading another books, it can increase the students' reading ability.

In this research, the analysis is focus on intensive reading. This approach is still guided by the teachers in determining the aspects in reading. The teachers prepare the materials to obtain the skill needed by leaner. This approach also makes the learners work productively as their capabilities. For example: The teacher will give some texts and include the question and answer under the text to know the students reading ability. The question that the researcher gives to the students formed based on the reading aspects like (1) finding main idea, (2) finding supporting details, (3) finding inference meaning, (4) understanding difficult vocabulary, and (5) finding references. From those aspects definition, the example question can be created as; (1) what is the main idea of the texts?, (2) where does it happen?, (3) from these explanation, the writer want us to be?, (4) the word "search" has the same meaning with?, and (5) the underline word refers to?.

2.4 The Concept of Macro and Micro Skills of Reading Comprehension

Every macro skill (including reading) builds on severel micro skills as mentioned by Richard and Schmidt (2002 : 544): discerning main ideas (skimming), noticing specific detail (scanning), making inference (noticing contextual clues) and making predictions (reading critically). Reading comprehension means the process of extracting and constructing meaning involved in the text. It needs a variety of intellectual skills to comprehend the text. According to Huges A.

(1991:117) states two sub skills that can be developed in reading they are micro and macro-skills.

In macro-skills, there are some abilities involved:

1. Scanning text is to locate specific information, this means that the reading technique to read line by line to get the clear information in the text. The ability Locate the specific information you are looking for. The students try to anticipate how the answer will appear and what clues they might use to help you locate the answer. For example, if they were looking for a certain date, you would quickly read the paragraph looking only for numbers.
2. Skimming text is to obtain the gist. This means that reading technique by reading fast in order to find out the main idea of the paragraphs or text. The process can be done by reading the title, reading the introduction the paragraph, and reading the first sentence of every other paragraph to find the idea or information needed in the text.
3. Identifying stages of an argument. The ability finds out the suggestion and conclusion from the source in the text. It can be used to classify which one belongs to the conclusion and suggestion. It also can be said that this is the ability to infer the messages of the text.
4. Identifying examples presented in support of and argument. The ability of the students in giving the example of the evidence and statements in order to claim the something is true.

In micro-skills, the abilities are:

1. The ability uses to identify referents of pronouns. This skill is used to show the people or the speaker who states the words or phrases in the text.
2. The ability guesses the meaning of unfamiliar words. The ability to find the familiar word or the words synonym that its words are used in the text.
3. The ability Understand the relation between part of text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas. In other words, this skill is used to identify the generic structure of the text. It also can be used to mention that the text belong to inductive and deductive paragraph.

There are five aspects usually used in measure the reading achievement. That are aspects from “macro skill and micro skill” are as follows:

- a. Skimming text to obtain the gist or determining main idea.
- b. Scanning text is to locate specific information or finding supporting detail.
- c. Identifying stages of an argument. The ability finds out the suggestion and conclusion from the source in the text. It can be used to classify which one belongs to the conclusion and suggestion. It also can be said as the ability to infer the messages of the text.
- d. Using context to gues meaning of unfamiliar words belong to understanding vocabulary.
- e. Identifying references of pronouns as the finding references.

Therefore, in reading by using *Jakarta Post* must combine both macro and micro skills which cover the following reading sub-skills, such as:

1. Determining Main Idea

In line with Mc. Whorter (1986: 36) he states that main idea called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In the other words, the main idea is the most important idea that the author develops through out the paragraph. Therefore, the main idea is not only stated in only one sentence for the whole text but also each paragraph has the main idea which it is used to developed the text.

2. Finding Supporting Detail

Mc. Whother (1986: 36) states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause, and effect statistics and quotation. This can be like the comparison

3. Finding Inference Meaning

In relation to make inferences, Katherleen (1986: 31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between he observes or understands and what he does not know.

4. Understanding Vocabulary

According to Barnhart (2008: 697) states that stock of words used by person, class of people, profession. Concerning with those statements, indeed,

vocabulary is fundamental for everyone who want to speak or produce utterance for reading. Furthermore, according to Red John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. Furthermore, understanding vocabulary also concern to the learning objective in the syllabus in SMA. For example: The words, which are formed the complete sentence such as noun, adjective, adverb, preposition, pronoun, and auxiliary verb.

5. Finding Reference

According to Lalulippe in Marsiyah (2009), defines that reference is words or phrase used either before or after the references in reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader to find the meaning elsewhere in the text.

From the definitions above, it can be inferred that reading by using *Jakarta Post* must combine both macro and micro skills which cover the following reading sub-skills. In reading someone not only understands a set of words in sentence but also get the messages in the text being read. Students have to be interested in reading to get the information in the text.

2.5 News Item Text

In line of Macken (1990:34) News item text is a factual text and it is also called as News Story. The texts which focus at the up to date information or the event and it bring the information which include to the human life. Gerot and Wignell (1995:200) states that news item text informs readers, listener or viewer about newsworthy or important event in newspaper, magazine, television, radio or other media. It includes the newsworthy event, the background event, and the sources. In the other words, news item is spoken or written information about what is happened. News item tells information about event of the day which is considered newsworthy or important. The text includes:

- a. newsworthy event : recounts the events in summary form
- b. Background events : elaborate what happen, to whom, in what circumstances.
- c. Sources : comments by participants in, witnesses to and authorities expert on the events.

Gerot and Wignell (1995:200) further state that the language features of News Item texts are the short and telegraphic information conveyed in the text, the use of material and verbal process, and the focus on the circumstances.

2.6 Sample of News Item

The following is the example of news item texts that are related with the *Jakarta Post* article and it can be found in the daily life or in our environment.

Facebook opens office in Jakarta

Sita W Dewi, The Jakarta Post, Jakarta | Business | Thu, March 20 2014, 10:31

PM

US-based social media giant Facebook announced on Thursday the opening of a branch office in Jakarta with the expectation of working more closely with the country's businesses.

Indonesia has the fourth-most Facebook users in the world, with around 65 million users.

"Setting up an office here will allow us to work closer with some of the biggest advertisers, the advertising agencies and SMEs [small and medium enterprises] that need an education on how to market their products," Facebook Asia-Pacific vice president Dan Neary said in Jakarta.

"We have 65 million users in Indonesia -- that's 90 percent of everybody that's online. We're also focusing on the 80 percent of Indonesians who are still not connected and so there's lot of opportunities for us to collaborate with the government and public sector."

Facebook's Jakarta office is located in the Pacific Place building in Sudirman Central Business District, South Jakarta.(dic)

2.7 Teaching News Item by Using *Jakarta Post* Article

Here is discussed the procedure and the application of teaching news item using *Jakarta Post*.

2.7.1 The Procedure of Teaching *Jakarta Post* Article

These are the following steps that must be done by the researcher during teaching news item by using *Jakarta Post* article:

1. Pre activities

- The researcher asks about the condition of the students
- The researcher asks the students about the news they have ever read in newspaper.

2. While activities

- The researcher explains about News item text to the students
- The researcher gives example of analyzing news item (eg: getting main idea, finding supporting detail, finding inference meaning, finding reference, and understanding vocabularies).
- The researcher divides the class into 5 groups.
- Each group is asked to discuss and then present their own topic.

3. Post activities

- The researcher reviews the process of the discussion.
- The students are asked about the whole topic of the text to find out how far they understand it.
- The researcher gives other texts and asks the students to analyze it again at home.

2.7.2 The Application of Procedure in Teaching Jakarta-Post

1. *Pre-activities*

Teacher : *Good morning students, How are you?*

Students : Fine thank you, how about you?

Teacher : Have you known news about “Facebook”, today?

Students : No, we have not Sir, please tell us about it ?

2. While activities

Teacher :It is fine, I will tell you about the news. But before I come to the news about Facebook, do you know news item text?

Students : No, we don't, tell us about it, Sir, please

Teacher : Sure, I will tell it to you.

1. Definition of news item text.

News item text is a text which informs the reader about events of the day. The events are considered newsworthy or importance.

2. Generic structure of news item.

a. Main event

Main event is the summary of the event which focus on the topic being dicussed.

b. Elaboration (background, participant, place)

Elaboration is the explanation of the main event or the news which contain background, participant, and place of the event.

c. Resouce of information or we can call it as souce.

Source of information is the comments of the witnesses and the opinions of the expert.

Now I will give you the example of the text.

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From the text above, we can explain that the

Main event are at lines 1 and 2

The elaboration is at lines 3-6, 8-9, 11-15, and 19

The sources are at lines 7, 10, 16, 17, and 18.

Do you understand about it?

Students : Yes, we do Sir.

Teacher : All right, I will continue to the content of the text where we will find out the main idea, the inference, reference, supporting detail, and understanding vocabulary.

To get the main idea of the text of news item, we can search it at the first paragraph of the text. The supporting detail contain in the whole of the paragraph based on the context needed to get. The inferences come to the conclusion of the sentence. The reference related to the pronoun which is in the sentence or in the paragraph. The Understanding vocabularies focus on difficulties of the words.

Teacher : From what I have explained to you. I ask you to do the exercise. Can you do it my students?

Students : Yes we can.

Teacher : I will divide you into 5 group, and each group contain 6 to 7 students. Will you make it?

Students : Yes, We will.

Teacher : Well, please make your group! The first group will try to find out about the main idea, the second group focus on the inference, the third group focus on the reference, the fourth group focus on the supporting detail, and the last group focus on the understanding vocabulary.

2. Post activities

Teacher : Well, we have done the activities for today. The news item is the text informs the reader about event of the day. The generic structure of the news item is the newsworthy, elaboration, and source. The aspects we can learn for today are how to get the main idea, supporting detail, inference, reference, understanding vocabulary.

Teacher : All right students, I will ask you one by one. What do you know about news item? What is the generic structure of the text we had discussed, and can you give me the proof of the 5 aspect we have discussed.

Student 1 : Yes Sir, I will answer it sir. The news item is the text informs the reader about the event of the day. The generic structures are main event, elaboration, the source.

Teacher : Students! We have to finish our meeting for today. I want you to study again at home and don't forget to try it again at home. Love your parent who give you chance to study till now. Thank you very much .see you and good morning.

Students : Good morning Sir. See you later.

2.8 Hypothesis

Based on the frame of thinking above, the writer formulates the hypothesis as follows:

H₁ : There is any significant improvement of students' reading achievement after being taught by using *Jakarta Post* article. This alternative hypothesis then is developed into null hypothesis (H₀) to be tested.

H₀ : There is no significant improvement of students' reading achievement after being taught by using *Jakarta Post* article.