

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter presented two primary discussion points. First, a theoretical framework consisted of multiple theories related to the study, specifically the theory of students' perception, language learning strategy, reading comprehension, and summarizing as a learning strategy in second language reading. Second, several previous studies that were relevant to this research also be previewed further in this chapter.

#### **2.1 Theoretical Frameworks**

##### **2.1.1 Students' Perception**

There was a considerable amount of research on the definition of perception. Qiong (2017) provides a brief description of perception in terms of terminology, philosophy, psychology, and cognitive science. First, in the terms of terminology, he quotes from the Longman Dictionary of Contemporary English which defines perception as, (a) a person's idea or way of thinking about something, (b) a way of paying attention to something through the five senses (such as sight, hearing, etc.), and (c) a person's ability to understand something quickly and naturally. Second, in philosophy, psychology, and cognitive science, perception is referred to as a process of achieving one's understanding or awareness of sensory information (Qiong, 2017).

Perception refers to one's view of a definite object (Lamatokan, 2018). Perception suggests a person choose, organize, and interpret the information seen

or heard into a meaningful picture as a whole (Tiara & Amrizal, 2019). In addition, Eggen and Kauchak (2001) also interpret perception in the cognitive dimension, which means a person's process that attaches meaning to experiences (Adediwura & Tayo, 2007). They delineated that perceptions emerged after a person regarding certain stimuli in their sensory memories.

Furthermore, Walgito (2004) describes the perception process. This process starts from receiving stimuli by the individual through the senses (this is a sensory process). Then, the stimuli from these sensory organs are transferred by the nerves to the brain. Furthermore, the brain will process these stimuli so that individuals can realize, understand, and construe these stimuli that come from previous sensory processes. Thus, this process is termed perception (Walgito, 2003).

In essence, perception means interpretation (Sari, 2013). Aida (2014) states that it refers to people's ideas, beliefs, or images by understanding and paying attention to something through the sense organs. In the context of this research, the perception confirmed how students perceive summarizing as a learning strategy in second language reading.

### **2.1.2 Language Learning Strategy**

Language learning strategies referred to the technique, tactic, and skill (Liang, 2009) carried out by students to achieve learning goals in second language acquisition. This strategy was an optional way to help them learn, conceive and integrate new knowledge or information into the learning process. Students can

choose, decide, and manage these strategies independently (Yulianti, 2018) so that the language learning process becomes easier, faster, more effective, and more fun (Habók & Magyar, 2018; Jianfeng, Raj, & Ai, 2018; Rustam, 2015; Wong & Nunan, 2011).

Yet, the strategy chosen needs to be adjusted to several supporting factors (Griffiths, 2008), they are (1) individual factors, including motivation, style, age, gender, nationality, ethnicity, or culture, personality, beliefs, (2) contextual factors, such as learning situations, teaching-learning methods, and task requirements, (3) the nature of the learning goal.

Oxford (1990) categorizes language learning strategies into two major parts. They are direct and indirect learning strategies. According to him, a direct learning strategy is a strategy that involves the target language directly with a series of mental processes for learning. Furthermore, he classifies this strategy into three categories. The first is the memory strategy, which has a high specific function to assist students in storing and retrieving new information (for example, grouping or using imagery). The second is cognitive strategy. It allowed students to understand and produce new languages in many ways, such as summarizing or reasoning deductively. The last is the compensation strategy, which allowed students to continue using the language even though they often have gaps in knowledge, such as guessing or using synonyms.

Meanwhile, indirect learning strategies are interrelated with direct strategies in supporting and managing language learning (Xiao & Lynch, 2017), even though they are not directly involved with the target language.

Metacognitive strategies (such as centring, arranging, planning, and evaluating the learning), affective strategies (such as lowering learners' anxiety, encouraging students' self, and taking learners' emotional temperature), and social strategies (such as asking questions, cooperating, and empathizing with other in learning) are the three main classifications of this type of strategy (Oxford, 1990).

In detail, other research (Taghinezhad, 2016) clarifies that memory strategy is about how students recall language; cognitive strategy is related to the way students think about their learning; compensation strategy allows students to compensate for learning due to their inadequate knowledge; metacognitive strategy is about how students control their learning; affective strategy aids students to regulate their emotions, motivation, and attitudes in learning; and social strategy focuses on student learning through interactions with others.

A study by (Timirbaeva, 2013) links the use of language learning strategies with students' autonomy learning. In this context, language learning strategies assist students in actively participates in regulating, controlling, and taking the initiative of their own learning development. As a result, it can encourage autonomy learning. This is also supported by various studies' findings. The first study (Wang, 2016) shows that students' autonomous learning ability can be significantly improved through the use of strategies that are integrated into learning tasks.

The second study (Septianingrum, Mariam, & Tarwiyah, 2018) states that metacognitive strategy encourages students to be active, autonomous, aware, capable, and liable for controlling their learning. Yet, it still requires guidance

from teachers who assist them in planning, monitoring, solving problems, and evaluating the learning process. The next study (Abdipoor & Gholami, 2016) found the distinctive frequency between autonomous and non-autonomous learners of using learning strategies. Autonomous learners using more metacognitive strategies such as writing emails or articles, howbeit non-autonomous learning prefers social strategy in their learning process, such as using English in class or when they meet and visit foreigners.

The meaning of autonomy is independent learning, and the concept (Chitashvili, 2019) is to manifest the students' capacity to control their learning process throughout their life. However, Chitashvili (2007) maintains that autonomy learning is still involved with the teacher's roles in the classroom, specifically in adjusting the appropriate resources, materials, and learning methods according to the needs of students. Principally, autonomy learning deals with decision-making on the part of individual learners. That is, they were expected to be able to decide significant matters from their learning process, such as what they should learn, when and how they learn (Chan, 2010). In second language acquisition, instruction on learning strategies is a potential recommendation to support English teaching in higher education and promote autonomous learning for learners (Manurung, 2005).

Through learning strategies employment, students know what they can learn and cognize how to learn the second language in the way they like. This condition can increase their motivation (Chen, 2015; Rahman, 2016) in learning process. Likewise, Timirbaeva (2013) emphasized that students will have

confidence at a higher level of their language skills when utilizing specific strategies according to their needs.

### **2.1.3 Reading Comprehension**

Skill in complex processing of information between the reader and a text in order to recreate meaningful discourse is defined as the term 'reading' (Matharoa, 2019). Through reading, readers can extract pieces of information from a text as a form of interpretation of it. Indeed, in this process occurs the reader's interaction (Rochman, 2018) with the text to gain the information. Starting from looking at the written word, deducing its meaning, then interpreting information from a text using one's knowledge can be applied by a reader in this activity.

A study (Halim, 2015) revealed that reading receives special focus in many foreign or second language teaching situations for several reasons; First, reading is often considered as one of the most important goals by foreign language learners because it provides them with linguistic knowledge (vocabulary, grammar, and the like) as well as general knowledge, including issues about education, social, culture, and politics. As a further reason, Halim (2015) stated that written text supports the process of increasing language acquisition related to linguistic competence. Further, he said, "written text exhibits different use of grammar, vocabulary, idioms and sentence expressions which can help readers to understand how to parse sentences in real-life communication, not in the context of free explanation." (p. 2)

Previous research (Ahmadi & Gilakjani, 2012) divided the reading process into two main categories, namely *bottom-up processing*, and *top-down processing*. It states that bottom-up processing is the process of readers obtaining meaning and constructing messages in a text through smaller text units such as letters, words, phrases, and sentences written in it. Next, top-down processing includes a strategic concept for readers in predicting the meaning of text content based on their prior background knowledge. In this process, readers need to know the intention of the text as a whole so that they can make assumptions, draw conclusions, and comprehend the main ideas of the text (Suraprajit, 2019).

Besides, reading comprehension aid readers in understanding the text or integrating new ideas from it. Some researchers contend that reading comprehension is an active process of constructing the meaning of a text (Dijk & Kintsch, 1983) by involving the reader's previous knowledge and experience (Uzer, 2016), the information in the text, and the reader's views regarding the text (Gilakjani & Sabouri, 2016). In this context, readers correlate the main ideas with what they already know to conclude the content of the text.

In English Foreign Language (EFL) learning, Ahmadi, Hairul, and Pourhosein Gilakjani (2012) express that reading comprehension is a substantial element as a base for most EFL students learning. For example, they acquire a lot of literature and writing in English through good reading skills (Natsir & Anisati, 2016), and comprehension becomes the ultimate goal of the reading process (Baker, 2008). Notwithstanding, this comprehension does not occur only after

reading. It exists before, during, and after reading because (Acosta, 2012) it needs a focus of all reading engagement.

Habók and Magyar (2019) argue, “Comprehension results from certain mental processes and readers employ a vast number of strategic processes while reading as they interact with the text” (p. 3). It means that readers use a series of reading steps or strategies (Habók & Magyar, 2019) as a conscious, deliberate, and flexible plan to achieve determinate goals (Pilonieta, 2010), such as understanding the text (Fitriana, 2015) they are reading, fixing disturbances in comprehension (El-Koumy, 2020), making the reading process more efficient (Alyousef, 2006), dan improving students’ reading comprehension (Nasution, Harida, & Rambe, 2018).

Previous study (Kucukoglu, 2013) classified reading strategies into several categories, namely, (1) Predicting; this is a strategy that helps readers set goals for reading them. This strategy, allows readers to interact more so that their interest in reading and their understanding of the text can increase. (2) Visualizing; this strategy requires the readers to construct an image of what they read. In addition, the teacher can motivate students to visualize settings, characters, and actions in a story and ask them to draw pictures or writing based on what appears on their minds after visualizing the text. (3) Making a connection; in this process, readers combine their background knowledge with new ideas they find in the text and their own experiences. They can make text-to-text connections through drawing, charting, writing, and graphing the organizer. (4) Summarizing; in this strategy, readers are required to determine the important



parts of the text so that they become shorter writing. (5) Questioning; this is a strategy that requires readers to ask questions related to the content of the text they are reading. It allows them to force themselves to build meaning, improve understanding, find answers, solve problems and find new information from the text. (6) Inferring; this strategy requires readers to find implicit meanings from reading texts using their own knowledge. They must draw conclusions from the information they get in the text so that they find a reading meaning.

Furthermore, Kucukoglu (2012) emphasized that when learners or readers apply the strategies associated with good reading, this will affect students' understanding of the reading they read. In addition, he also clarified that the readers must be more critical or analytical in reading activities so that they get maximum results from reading and understand the contents of the reading as a whole.

#### **2.1.4 Summarizing as Learning Strategy in L2 Reading**

Summarizing is considered an effective reading comprehension strategy (King, Biggs, & Lipsky, 1984; Stevens, Park, & Vaughn, 2019) that involves readers to understand, find out important ideas, express and represent information from reading through writing a summary using their own words (Naseri, Assadi, & Zoghi, 2013). In the process, summarizing applied in several stages, such as reviewing the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary (Zafarani & Kabgani, 2014).

Research (Duke, 2008) has found that instruction and practice in summarizing not only train and enhance students' ability to summarize text, but also improve their understanding of the text as a whole. Zafarania and Kabgani (2014) state that the capability to summarize information demands readers focus on the main points of the text (Murniyati, 2018), synthesize, and create new texts using the substantive criteria of the original text. Therefore, a summary refers to a shortened version of the original text by including the main ideas, paramount points, and details of the text that are structurally similar to the original text (Murniyati, 2018).

Wormeli (2005 in Zafarania and Kabgani, 2014) considers that summarization is a complex process. The reader restates the essence of the text or experience in a new but efficient way by using as few words as possible. A study emphasizes that summarization is a process of synthesis, not selection (Friend, 2001) and the main ideas of the text must be related to one another to be good and effective (Cahyono, 2015). In a theory, Friend (2001) adduces that summarizing skills require several rules; (1) a summary should be brief, (2) a summary should cover the author's most important ideas, (3) a summary needs to be written in students' own words, and (4) a summary must consist of information that students need to learn.

Several procedures in writing a summary discussed by the researchers (Kirmizi & Akkaya, 2011) consist of; a) spot the main and supporting ideas in each paragraph in a text, b) identify the most important paragraphs of the text, c)

determine the main ideas of the text in general, d) the summary writing uses the students' own words related to the ideas and concepts in the text (p. 268).

## **2.2 Previous Studies**

First, an experimental design study was conducted in Iran by Khosima and Tiyar (2014). It was about the effect of summarizing strategy on reading comprehension of intermediate EFL learners. Sixty-one students were selected as research participants randomly. They were grouped into two groups (control and experimental groups) by conducting a placement test using the Longman Preparation Course for TOEFL Test. The experimental group used summarizing strategy for treatment for 45 minutes three times a week for ten weeks. The use of summarizing strategy had a positive effect on students stated in the findings. Significantly, it improved students' reading comprehension ability.

Second, a study (Susara and Akkaya, 2009) explored whether using summarizing strategy in reading comprehension was effective in 4th-year students of Dokuz Eylül University, Department of Turkish Education, and Turkish Teaching Program. This study collected 234 summaries of participants as qualitative data. Then, the summaries were assessed using the "assessment criteria form" and analyzed using the document analysis method. The research findings indicated that the students' summary contained the main ideas as a prerequisite in summarizing. However, there were several failures in this process. For example, they wrote summaries that deviated from the main subject of the text or were not

related to the theme of the reading, and they still presented their ideas and thoughts in their summaries.

The two previous studies showed similarities and differences with this study. Both of them had a similar research focus as this research, they referred to summarizing as a reading strategy, but the study purposes were different. Researchers (Khosima & Tiyar, 2014) found that the application of the summarizing strategy had a positive impact on students' reading comprehension skills. Oppositely, Susara and Akkaya's (2009) study did not show the learners' success in using this strategy. By examining the summaries they wrote, the researchers stated that the learners presented summaries that were inappropriate with the theme of the text they read.

