

CHAPTER II

MAGNET SUMMARIES STRATEGY IN READING COMPREHENSION

A. Magnet Summaries Strategy

1. The Definition of Magnet Summaries Strategy

Magnet Summaries is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrases and then combine the words or phrases into a sentence or two that incorporates all of the relevant information. Combined, these summary sentences form the body of summary paragraphs (Urquhart & Mclev 2005: 160). Begin by explaining how magnets attract metal objects. Explain that magnet words will do the same thing. Model the concept by selecting a sample word and identifying key words or phrases that the sample word might “attract.”

According to Buehl (2014: 140) Magnet Summaries is a strategy that helps students rise above the details and construct meaningful summaries in their own words. Magnet Summaries involve the identification of key term or concepts magnet word from a reading, which students use to organize important into a summary.

Besides, Sejnost and Thiese (2010:55) stated that Magnet Summaries strategy, students identify key words from the passages and then used them to develop a summary of the passage. After reading the text, the students should be able to collect the important key words or magnet words. After that, they build ideas that are related to the magnet words that refer to simple sentence.

The final process, students write a summary paragraph from the simple sentence.

Based on the explanation above, the researcher concluded that the definition of Magnet Summaries strategy is a strategy that helps student understand more about the details of certain text and construct meaningful summaries in their own words, student identify key word from the passage and then used them to develop a summary of the passage.

2. The Advantages and Disadvantages of Magnet Summaries Strategy

Every strategy has advantages and disadvantages. In this part, researcher presents the advantages and disadvantages of Magnet Summaries based on Buehl (2014: 141,143)

a. The Advantages of Magnet Summaries

- 1) Students learn to prioritize what they need to remember, and they develop facility in separating main ideas from supporting details.
- 2) Students flesh out their understandings of key vocabulary and ideas.
- 3) Students gain practice in reducing texts to their most essential elements, allowing them to reflect on their personal understandings of what a text means.

b. Disadvantages of Magnet Summaries Strategy

Disadvantage Magnet Summaries strategy is that it takes time and effort for the teachers to plan the segments queries and discussion moves in advance”.

To solve the disadvantage, the researcher would explain about the procedures of Magnet Summaries to the student after giving the Pre-

Test and for the next meeting in treatment the researcher could directly apply the Strategy

3. Procedures of Magnet Summaries Strategy

There are various procedures in applying this teaching strategy, Urquhart & Mclev (2005: 160) elaborate the general procedures of applying the Magnet Summaries strategy:

- a. Teacher begins by explaining how magnets attract metal objects. Explain that magnet words will do the same thing. Model the concept by selecting a sample words and identifying keywords or phrases that the sample word might “attract.”
- b. Teacher chooses the text for the students to read as they complete this exercise independently or with a partner.
- c. To start, teacher may determine the magnet words. As students become more familiar with this strategy, consider having them select their own magnet word.
- d. Teacher distributes index cards to students and asks students to write the magnet word in the center.
- e. Teacher asks the students to read the text and write key words or phrases on the appropriate cards.
- f. Teacher shows the students how they can combine their information on each to write a summary sentence or two on the back of the card.
- g. With the summary sentence, teacher instructs students to organize their cards in the order to make logical sense for a summary paragraph.

Based on the explanation above the researcher concludes that the first step in implementing Magnet Summaries is to introduce to the students about the text that would be discussed in class and also explain briefly about Magnet Summaries to the students. After that the teacher would guide the students through three steps of predicting, reading revising through the whole class until the text is fully read until the very last paragraph.

B. The Nature of Reading

1. The Definition of Reading

Reading is one of English skills that the students learn. According to Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Besides, he says that, Reading is the ability to draw meaning from the printed page and interpret this information appropriately. According to Nunan (2005: 69), reading is a set of skill that involves making sense and deriving meaning from the printed words. There are some definitions from the experts about reading. Furthermore, Zare (2013: 2), Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Meanwhile, Seyler (2004: 3) reading is the process of obtaining or constructing meaning from a word or a cluster of word. It means that reading is a process by readers in order to get information or build meaning from a word or a group of word. In addition, Mckee (2012: 45), Reading is an activity performed to develop an understanding of a subject or topic.

Based on the experts' opinions above, the researcher conclude that reading is receiving and interpreting information, making sense and deriving meaning from the printed words, reader takes part in a conversation with the author through the text, process of obtaining or constructing meaning from a word, activity performed to develop an understanding of a subject or topic.

2. The Importance of Reading

According to Grant (1991: 79) that, the important of using a reading text are :

- a. to teach basic reading comprehension;
- b. to teach real life reading skill such as reading for gist and reading for information;
- c. to develop flexible reading skill, varied according to purpose;
- d. to develop critical reading skill;
- e. to develop the students knowledge of vocabulary or idiom;
- f. to reinforce certain grammatical features;
- g. to act as stimulus for oral or write work later on.

3. Definition of Reading Comprehension

Reading comprehension is a process of understanding written text to point out the information. According to Snow (2002: 11), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Klingner, Vaughn and Boardman (2007: 8): “Reading comprehension is a multi component, 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, understanding of text types). In other words, when a student engage themselves in reading a text it takes a lot of process to make them to comprehend the text and by utilizing their previous knowledge it could help them to get through that process.

In conclusion, reading comprehension is a process of constructing and extracting the meaning of word to get some information and knowledge from

written text and process that involves many interaction between readers and what they bring to the text. When the student able to comprehend what they read they can get new information that will be useful for their academic life.

4. Aspect of Reading Comprehension

To enable students to achieve a good understanding in the reading lesson, the teacher must master or know the aspects of reading. Below the researcher elaborated five aspects of reading comprehension based on Turlington (2013: 147) as follow:

a. Finding the factual information

In this aspect the students are asked to find specific information of the text. Generally the information that would find are reason, purpose, result, time, comparison, identity and location.

b. Finding main idea

In the second aspect, the students have to identify the key word or theme or topic sentence of the paragraph. Usually the main idea is located at beginning, the middle or in the end of the paragraph. Moreover, the sentence of main idea is more general than another sentence of the paragraph. Knowing the main idea can help the student to understand the text.

c. Vocabulary

In this step, the students could develop their guessing meaning of the word which is not familiar, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The

words have nearly equivalent meaning when it has it or nearly the same meaning as another word. And also student can be able to find inverse of the word from the selected word from the text. In the other word, the students are expected to be able to form and understand the meaning.

d. Reference

The students are able to identify who and what within the text. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. The demonstrative pronoun can be like the use of : it, we, they, I, you, she, and he. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage.

e. Inference

In the last aspect, the students are asked to able to find the message from the text and predict what might happen next. It related on the information from the text. These enable students to think critically to find any information and understand the text.

From the explanations above, as the focus of this research the researcher used components of reading comprehension, which were: finding the factual information, finding main idea, finding the meaning of vocabulary, identifying reference, and identifying inference.

5. Teaching Reading

Reading is one of the important language skills in learning English. It means reading is a necessary skill that must be mastered by the students who learn English, especially for non-native students. Then, most of schools use reading test to know the improvement of the students' knowledge through examination. That is why teaching reading is become a challenge to the english teacher. Teaching itself can be explained as a process of helping the learner to learn something. Brown (2007: 8) assumed that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In other word, teaching reading can be explained as a process of helping students to understand written text, by giving them instruction, guiding them to get some information and message from the text.

In addition, reading also has influence to another subject. McIntire, Hulan and Layne (2011: 1) argued that teaching reading can help the students to open their mind. But teaching reading is not only asking the students to read a lot but also to guide them to comprehend the text. McIntire, Hulan and Layne (2011: 114) says that "Merely reading a lot does not make for better reading; reading more without guidance does not necessarily improve comprehension". It can means that, strategy in teaching process is important because it can help student to ease in comprehending the text. In addition, McIntire, Hulan and Layne (2011: 114) argues that "Instruction in

comprehension can help students understand what they read, remember what they read, and communicate with others about what they read”.

In conclusion, teaching reading is important because reading can help the student to open their mind and get more knowledge. Moreover, reading teaching strategy is needed to help the students in comprehending the text. In other word, the teacher must pay more attention to the students and the teacher must be able to implement the strategy in reading process. By implementing the reading teaching strategy, it can help students to understanding the text easily, remember what they have read, get more information and solve their problems in reading.

C. Narrative Text

1. The Nature of Narrative Text

Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with setting, character, and plot Beach, (2003: 47). According to Elliott (2005: 97) states that, Narrative stories in the human sciences should be defined provisionally as discourses with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insights about the world and people's experiences of it.

Then, based on Rahayu (2007: 73) that, narrative is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the

characters say and do. Narration can be fact or fictions. Some narration reports are historical while others are creative and imaginative. Imaginary narrative typically impart some sort of truth to the reader. Whether factual or imaginary, the narrative can begin from the start and work its way to the conclusion, or vice versa.

Based on the definitions above, the researcher concluded that narrative text is collection of written word that seeks to entertain, the story of written words by using human imagination that used to tell about something to the reader, the act of telling a sequence of events often but not always in chronological order.

Purpose of narrative text: a) To convey a plot; b) To impart universal truths; c) To tell a story; d) To give an account describing a sequence of events and experiences;

The generic structures of narrative consist of three parts. Beach, (2003:51), they are:

a. Orientation (Beginning of the Story)

Introducing the characters of the story, the time and place the story happened. (Who/what, when and where)

b. Complication (Story Development)

In this part a series of events in which the main character attempts to solve the problem.

c. Resolution (The Ending of the Story)

The ending of the story contains the solution. It concerns with how the main character resolves the problems. It leads the story to the end.

According to Elliott (2005: 101) states narrative can be divided into imaginary / fictions narrative or combination of both.

a. Non-Fiction Farrative

1) Historical Events

- a) Myth is a traditional story with unknown authorship, ostensibly with a historical basic, but serving usually to explain some phenomenon of nature, the origin of man, or the costume, institutions, religious, rites of a people. Myth usually involves the exploits of goods and heroes.
- b) Legend is a story handed down for generations among people and popularly believed to have a historical basic, although not verifiabel.

2) Persons' Life story

- a) Personal experience is a report of a sequence of events that have entered into biography of the speaker by a sequence of clues that correspond to the order of the original events.
- b) Adventure story is a story of persons' life, it usually tells about someone story which the eventh sometimes take

place in the forest, in one island, country or the other place of the adventure goes on.

3) News

News is new information about anything: information previously unknown; or reports, especially collectively or recent happenings. Those broadcast over radio or TV, printed in a newspaper.

b. Fiction Narrative

- 1) Fable is a fiction story meant to teach a moral lesson: the characters are usually talking about animals.
- 2) Fairy story is a story for children about fairies, magic and enhancement. The story has a sense of the numinous, the feeling or sensations of the supernatural or the mysterious.