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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Reading Comprehension

Reading is one of the most important skills in learning a language. According to Moreillon (2011, p. 10) Reading is making meaning from print and from visual information. Reading is a means of the language acquisition of communication and information sharing of ideas. According to Andrew, reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning reading.

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which reader relates information in the text to what they already know. Beside that, Nunan (2003, p. 68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

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Kalayo Hasibuan (2007, p. 114) stated that reading is an interactive process that goes on between the reader and the text, resulting comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies that include:

- a. Linguistics Competence: the ability to recognize the elements of the writing systems: knowledge system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse Competence: knowledge to discourse markers and how they connect part of the text to one another.
- c. Sociolinguistic Competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic Competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

Grellet divided four categories of main ways in reading as follows:

1. Skimming

Skimming is reading quickly over a text to get the gist of idea.

2. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

3. Extensive Reading

Extensive Reading is reading longer texts, usually for one's own pleasure, mainly involves global understanding.

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4. Intensive Reading

Intensive Reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

According to King and Stanley (2001) in Hanisah (2012, p. 14) the components of reading comprehension which are as follows:

a. Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information able to find detail information such as person, place, event and time.

b. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

c. Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

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d. Identifying Reference

According to King and Stanley (1998 in Hanisah 2012), recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to be able to “read between the lines”.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to determine what the text is. It means that , the readers try to recognize the words they meet in print and find the meaning of the written text. So, the reading brings a maximum understanding to the author’s message.

2. The Nature of Reading Comprehension

The first point to be made about reading process is reading comprehension. Reading with comprehension means understanding what has been read. Some experts have introduced several interesting views of reading comprehension concepts. They believe that reading

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comprehension is not only simple decoding process but also rather a very complex process.

According to Brown (1994, p. 291), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Reading comprehension is thus much more than decoding. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

Transkerley (2007, p. 8) 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 it self (interest in text, understanding of the types. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

According to Karlin, there are 2 models of comprehension :

a. Bottom up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the reader's understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words will contribute the meaning or a sentence, and paragraph.

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b. Top down

Top down comprehension is the process where the reader can find out the information of the text, and understand the text based on their knowledge about text. Many readers do not fully understand the text, because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common question on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Linda (2005, p. 11), Comprehension results from the mind's ability to make links and ask questions regarding the particular reading events. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning levels of comprehension:

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1. Surface level.

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

2. Deep level.

The deep level of comprehension is a conceptual level of understanding results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view.

Comprehension will be usually found in the readers' mind. It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text wheter it is stated explicitly or not. In conclusion, reading comprehension is process of constryucting meaning by coordinating a number of complex process, the complex process in reading activity that reader has process to regulate by cognitive, emotional perceptual, social experience. Comprehending the goals of reading activity is a process to get meaning of full process to identify purpose of writer.

3. Reading Comprehension In Narrative and Hortatory Exposition.

a. Narrative Text

A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i (2007, p. 55), narrative is story telling

whether tells a true story or fiction. A text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. The text organizations of narrative are as follows:

1. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on.

2. Complication

The complication is the heart structure of text. The complication will determine whether the text “lives” or not. If the text is considered as the “live” text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, text appears story text. In literary term, the complication structure is called conflict.

3. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text.

b. Hortatory exposition Text

According to Nurhayati (2014, p. 2) a hortatory exposition text is a type of written (or spoken) text which explains to the readers (or listeners) that an issue should or should not happen by presenting one side of an issue with one-side argument to persuade them. It contains facts, opinions, reasons, and ideas. The positive or negative arguments related to an issue are presented to persuade the readers. The speaker

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or writer needs some arguments as the fundamental reasons of the given idea (Interlanguage, 2008:161 in Augustine). In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people.

According to Augustine (2012), the generic structure of Hortatory exposition usually has three components as follows:

1. Thesis, it is statement or announcement of issue concern.
2. Arguments, it shows reasons for concern that will lead to recommendation.
3. Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

4. The Concept of Three Minute Pause Strategy

a. The definition of Three Minute Pause Strategy

According to Lyman (1988), the three minute Pause helps students comprehend by taking a break and analyzing what they are reading. The premise is to read or have students read for three minutes, stop, and do following : (1) summarize the key points so far in text,(2) add your own thoughts, and (3) pose claryfying questions. By using strategy, students can succesfully process text while they are reading, as opposed to after reading. This strategy will assist students in making

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connections to their own background knowledge as well as learning from their peers.

According to Buehl (2009, p. 121) Three-Minute-Pause strategy is designed to help students monitor their comprehension at given times while silent reading. While reading silently, the teacher will pause, summarize what was read, think about an interesting part or make a connection, and identify what is confusing.

According to Moss Barbara (2010, p. 80), Three-Minute-Pause is a strategy that provides students with an opportunity for reflection that can enhance knowledge retention. It can be said that Three-Minute-Pause strategy is the strategy that can give a different understanding for the readers, so the readers can change the knowledge by new information from the text.

In conclusion, Three-Minute Pause is a appropriate strategy, helps students comprehend by taking a break and analyzing what they are reading, and designed to help students monitor their comprehension at given times while silent reading. Three-Minute Pause gives the time for a break, gives students the opportunity to take a break and check learning. The students can benefit from a learning pause in much. Not only they can stop and check their learning, but they will gather additional information from discussions with students who may have picked up on details and concepts that were too complex for the struggling student to comprehend.

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b. Steps of Three-Minute-Pause Strategy

There are some steps in using Three-Minute-Pause Strategy as explained below:

- a. The teacher selects and presents a text via a read-aloud, document camera, through a Power-point lecture and so on.
- b. Stop every so often and have the students get into partners or small groups for their Three-Minute-Pause. Use a timer to facilitate this and to also create a sense of urgency and efficiency.
- c. First, ask the students to summarize the key points presented thus far. Give them 1 minute to complete this task.
- d. Second, ask the students to consider connection to themselves, to other texts, or to the world or society at large. Give 1 minute to complete this task.
- e. Third, ask the students to pose questions. Here are some prompts:
 1. Are there things that are still not clear?
 2. Are confusing parts?
 3. Are you having trouble making connection?
 4. Can you anticipate where we're headed?
 5. What do you think are the big ideas?
 6. Give them 1 minute to complete this task.
- f. Present the next segment of information/front loading and repeat each step.

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B. Relevant Research

According to Syafi'i (2013, p. 103), relevant research is required to observed some previous researcher conducted by other researcher in which they are relevant to our research itself. This research has relevance with other research, a research from Tengku Nurhayati (2013). She conducted a research entitled "The Effect of Using Three Minute Pause Strategy toward Reading Comprehension on Analytical Exposition Text of the Second Year in State Senior High School 18 Siak Regency" In this research she said that there WAS significant effect between students' reading comprehension taught by using Three-Minute Pause strategy and students' reading comprehension taught by using conventional strategy with consideration to=3.888 which was higher than tt either significance of 5%=2.0 or significance 1%=2.72 and Ha was accepted and Ho was rejected.

A research was conducted by Siti Aminah entitled "The Effect of Three-Level-Guide Strategy on Reading Comprehension In Narrative Text of the First Grade At SMA Al-Muhsinin Rokan Hilir Regency". The researcher found out there was a positive effect of using Three-Level-Guide Strategy on the students' reading comprehension. The researcher took class X-2 which consisted of 38 students as a sample randomly. After analyzing the research, the researcher found that the mean score pre-test was 56.57. After having implemented Three-level Guide the strategy mean score became 69.21. The value of t-test was bigger (5.47) than value of t-table (2.021) at level 0.005.

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therefore, the null hypothesis was accepted. So, there was a significant effect of Three-Level-Guide Strategy on the Reading Comprehension of the first grade Students at SMA Al Muhsinin Rokan Hilir Regency.

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it be easier to measure. The research consist of two variables, they are variable X and Y. Variable X as independent (Three-Minute Pause strategy) and variables Y as dependent (students' reading comprehension).

The following treatment as a collection of procedures of the implementation Three Minute Pause Strategy, it can be seen as the steps below:

The indicators variables X (Three-Minute Pause Strategy) are as follows:

1. The indicators variable X (Three-Minute Pause strategy):
 - a. The teacher selects and presents a text.
 - b. The teacher ask studentsto get into small group.
 - c. The teacher ask students to summarize the key point presented thus far.
 - d. The teacher ask students to consider connection themselves to other text.
 - e. The teacher ask students to pose question
 - f. The teacher ask students repeat each step.

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2. The indicators to measure variable Y (Students' Reading Comprehension in Narrative and hortatory exposition Text):
 - a. Students' ability to identify Factual information of text.
 - b. Students' ability to finding Main Idea of text.
 - c. Students' ability to find the Meaning of Vocabulary of text.
 - d. Students' ability to identify inferences from the text.
 - e. Students' ability to identify reference of text.

D. Assumptions and Hypothesis**1. Assumption**

There are many strategies that can be applied in teaching reading, one of them is Three Minute Pause strategy. Three Minute pause strategy is the students stop reading for three minutes and students summarize what they have learned, what they already, and ask questions about what is confusing or they do not understand. Therefore, the writer assumes that the student will be taught reading by using three minute pause strategy based on the appropriate this strategy.

2. Hypothesis

Based on assumption above, there are two hypotheses proposed :

- 1) a.H₀: The students who are taught by using Three Minute Pause Strategy don't get better score on reading comprehension than those who are taught without using Three Minute Pause Straegy of the eleventh grade students at Islamic Senior High School Kuok.

H_a : The students who are taught by using Three Minute Pause Strategy get better score of reading comprehension than those who are taught without using Three Minute Pause Strategy of the eleventh grade students at Islamic Senior High School Kuok.

(2) b. H_0 : There is no significant effect of using Three Minute Pause Strategy on reading comprehension of eleventh grade students at Islamic Senior High School Kuok.

H_a : There is significant effect of using Three Minute Pause Strategy on reading comprehension of Eleventh Grade students at Islamic Senior High School Kuok.

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