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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The nature of explicit instruction strategy

###### a. Definition of explicit instruction

According to Frank Serafini, explicit instruction is a series of required instructional steps or procedures designed to guarantee that students understand exactly what is expected of them and what is being taught. Others are concerned that explicit instruction is simply a new label for commercial reading program that's contain tightly structured, scripted lessons. She also states that word explicit keeps popping up and researcher believe it warrants some discussion before proceeding to other considerations of quality reading comprehension instruction. It is means that explicit instruction is the instructional or steps design, how to make the students understand what teach of the teacher.

According to Calhoun (1999, p.106-107) explicit instruction is a training model for skill development. To provide explicit instruction strategy in skill development in structural or contextual analysis, design lessons and activities with these components:

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- a) Clear explanation of the immediate purpose of the word recognition skill (e.g., to determine pronunciation or meaning of a word)
- b) Clear explanation of the ultimate purpose (e.g., understanding text)
- c) Modeling of word recognition skills (e.g., thinking aloud about how students use the skill and when)
- d) Examples of instances in which the skill could be needed.
- e) Guided student practice with the skill being taught
- f) Immediate application of the skill in reading and writing activities.

**b. Sixteen elements of explicit instruction**

According to Archer and Hughes (2001, p. 1) These sixteen elements of explicit instruction are listed and briefly described:

1. Focus instruction on critical content. Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
2. Sequence skills logically. Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage.

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3. Break down complex skills and strategies into smaller instructional units. Teach in small steps.
4. Design organized and focused lessons. Make sure lessons organized and focused, in order to make optimal use of instructional time.
5. Begin lessons with a clear statement of the lesson's goals and your expectations. Tell learners clearly what is to be learned and why it is important
6. Review prior skills and knowledge before beginning instruction. Provide a review of relevant information.
7. Provide step-by-step demonstrations. Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
8. Use clear and concise language. Should depend on student's receptive vocabulary, to reduce possible confusion.
9. Provide an adequate range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it.
10. Provide guided and supported practice. In order to promote initial success and build confidence, regulate

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the difficulty of practice opportunities during the lesson, and provide the students with guidance in skill performance.

11. Require frequent responses. Helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking, understanding, and keeps students active and attentive.
12. Monitor student performance closely. Close monitoring also allows you to provide feedback to students about how well they are doing.
13. Provide immediate affirmative and corrective feedback, follow up on students' responses as quickly as you can.
14. Deliver the lesson at a brisk pace. Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.
15. Help students organize knowledge. Because many students have difficulty seeing how some skills and concepts fit together.
16. Provide distributed and cumulative practice refers to multiple opportunities to practice a skill over time.

Based on the elements of explicit instruction above the researcher can see form and purpose of this strategy.

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The researcher find out that in each of elements has functions as guide or direction and also help students in learning process.

### c. The Events of a General Model of Explicit Instruction Strategy

According to Huitt (2009, p. 4-8) the following section of the researcher presents the specific events of instruction advocated in a general model of explicit instruction, a transactional model that emphasizes teacher or student interaction at each point in the lesson. This model proposes four categories of events of instruction:

**TABLE.II.1**  
**TRANSACTIONAL MODEL OF EXPLICIT INSTRUCTION**

No	PROCEDURES		PRINCIPLES
1	Presentation	review	Teacher could have students check homework or discuss difficult material from the previous day's lesson (Walberg,1999)
		what	Teachers describe what is to be learned in this lesson. Teacher state the objectives and how the students is to be held accountable for the learning activity, as previously stated, the work of Mager (1997) and Gronlund (2003) can learning objectives. There are two types of objective teacher can write at this point. The first are learning or active objectives and second, what the

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		student will be able to demonstrate at the end of instruction on summative assessment.
	Why	Teacher describes why a particular objective is important for students to master. The teacher might have students engage in an activity that could be done more efficiently once the new content or skills have been mastered. The teacher might also lead a discussion of tasks performed in other classes or object areas that are relevant to the new learning. Ultimately, it is important that students have a personal reason to be engaged in the learning process. McCarthy (2000) stated that as many as 40% of students in normal K-12 classrooms have a learning style that demands a satisfactory answer to “Why should I be involved”, before they will engage in learning task.
	Explanation	Careful explanation to students of the content or skill to be learned. An important principle guiding this event is that the teacher should move from sub-topic to sub-topic in an efficient manner, introducing new material in small portions and connecting each new sub-topic to the previous one (Bloom, 1971; Walberg, 1999).
	Probe and	Teacher probe the students regarding their initial

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	Respond	<p>understandings. There are important issues related to questioning should be considered; teacher in the middle and upper grades should ask relatively more higher-level questions that require students to actively process information (Walberg,1987), teacher need to make instructionally effective use of wait-time, defined as the interval between a teacher probe and student response.</p>
practice	Guided practice	<p>Students practice the newly learned knowledge or skills under the teacher's direct supervision (Walberg, 1999). Students could engage in such activities as practicing reading to each other in groups, solving a few math problems, writing a short outline of important points covered in the teacher's presentation, or comparing and contrasting two historical events or two species of animals. Students could work by themselves, in pairs, or small groups. At this point in the lesson, the teacher must actively monitor student activity while providing immediate feedback. At the end of this event, teachers should have rather precise information regarding each student's knowledge or skill with respect to the lesson objective(s).</p>

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	Independent practice.	Students practice the new concepts independently. This may be done in the classroom or at home. Most importantly, homework must be completed and graded if it is to be effective (Cooper, Lindsay, Nye, & Greathouse, 1998; Walberg, 1999). It seems quite obvious that if the instructional day can be increased, thereby giving students more engaged time (Berliner, 1990), then student achievement will increase. However, if students do not have the supportive home environment that leads to successful homework completion, the school needs to provide additional time after school to complete homework in a supervised environment. Otherwise, assigning homework can lead to inequities in content mastery due to circumstances beyond the students' or teachers' control.
	Periodic review	Teachers would be well served, when designing instruction, to make sure students have opportunities to revisit material learned a week, a month, or even a year previously. While cognitive research has shown that once material is in long-term memory it is there permanently (Atkinson & Shiffrin, 1968), students need

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			<p>practice retrieving that information and using it appropriately. This is an excellent place in the lesson to use cooperative learning techniques (Johnson &amp; Johnson, 1998; Slavin, 1994). Students can be assigned tasks or problems that incorporate both recently and previously covered content and skills. Students should have to remember previous material and make decisions as to its appropriate use for a particular problem or situation.</p>
	<p>Assessment and Evaluation</p>	<p>Formative (daily success)</p>	<p>Teachers make formative evaluation decisions about students on a daily basis to determine if they are making progress. Data from the previous events of probing and responding, guided and independent practice, and periodic review activities might be used. Alternately, teachers may decide to give a pop quiz to gather additional information if uncertain about the learning of the group or of particular individuals. The primary function of this evaluation process is to make plans for additional teaching on the topic, if necessary. Walberg (1999) asserts that additional teaching should occur when students perform at less than a 90% level during guided</p>

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		and independent practice exercises.
	Summative (mastery)	Teachers gather summative assessment data to see if students have mastered the concepts. This usually is in the form of unit tests or projects covering material from a week or two of instruction. Other types of summative evaluation may include semester or annual exams. It is important that summative evaluations match the content, form, and standards of outside audits of classroom learning. Teachers should know the expectations of standardized tests, the requirements of any related courses students might take in the future, expectations of learning requirements at the next level of schooling, requirements for future employment, etc. Not every summative evaluation must take all of these into consideration, but students and parents have every right to expect that summative evaluations of students' classroom performance relate to judgments made by others.
Monitoring and Feedback	Cues and prompts	Teachers review previous material, ask questions or probes, or have students engage in guided practice. The use of cues to hint at important information or indicate lesson transitions and the

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		<p>use of prompts when having students demonstrate the initial understandings or during guided practice are important instructional activities (Doenau, 1987). When a student is in what Vygotsky (1978) calls the Zone of Proximal Development, the student will sometimes need a cue or prompt in order to be able to recall the required information or demonstrate the desired skill. However, when no amount of prompting evokes the desired response, further instruction is called for. This assistance or further instruction should take place through a process of scaffolding whereby the teacher models the learning task or activity and then carefully and systematically relinquishes more and more responsibility to the student to perform it (Moll, 1992).</p>
	Corrective feedback	<p>Providing corrective feedback and reinforcement, is done whenever the teacher has made an assessment of student learning at any point in the lesson. Walberg (1986), in his meta-analysis of research on teaching, found that these two activities showed the strongest relationship to student achievement of any of the single teacher actions studied. Feedback should be provided for</p>

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		<p>both correct and incorrect responses. An important principle is that students should not only hear or see the correct answers; they should also know why a particular answer is correct or incorrect</p>
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#### d. Explicit Instruction of Reading Comprehension

According to Liang and Dole (2006) teaching students strategies, through modeling and guided practice, that they can use when they encounter difficulties while reading any text allows them to eventually use these strategies independently.

According to Moss et, al (2008) explicit instruction can improve reading comprehension, because it teaches students to use specific cognitive strategies when they encounter barriers to understanding what they are reading. While readers acquire these strategies informally to some extent, it is the explicit instruction of comprehension strategies that has been shown to be highly effective in cultivating understanding. Such explicit instruction is particularly important for students at risk for academic failure. While good readers can develop an understanding of comprehension strategies without explicit instruction, struggling and at risk reader often require teachers to explicitly teach them how, when, and why to use the strategies.

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In this explicit model, teachers demonstrate strategies for students and guide practice until the students are able to carry out the strategies independently. According to Armbruster et, al., (2001) effective explicit instruction includes a direct explanation of the strategy, modeling the strategy for students guided practice in using the strategy and finally independent application of the strategy.

Yet in this research, explicit instruction strategy of reading comprehension is means related of the eleventh grade students at senior high school Budi Dharma Dumai.

## 2. The nature of Reading comprehension

### 1) The Concept of Reading Comprehension

Patel and Jainin Pratasya (2014) says that reading is the most useful and important skill for people. According to Durkin (1993), comprehension is the essence of reading and the active process of constructing meaning from text. Besides, Woolley (2011) says that comprehension means gaining an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading comprehension itself is the ability to read text, process it, and understand its meaning (Kruidenier, 2002).

According to Hasibuan and Ansyari (2007, p.114), reading is interactive process that goes on between the reader and the text,

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resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic competence, discourse competence, sociolinguistic competence and strategic competence. To read a text we must decide what the text literally says but at the same time we must bring our knowledge to the text to determine what the text actually means to us.

Furthermore, Dorn and Soffos (2005, p.1) said, comprehension is a cognitive process that we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why reading is closely related to comprehension, because they both have a certain process.

Then, according to Anderson in Linse and Nunan (2005, pp.69-94), the aim of reading is comprehension. Some individual equate decoding with reading. Just because a learner knows how to pronounce written words correctly, does not mean that they can read.

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In addition, Idham (2014, pp.87-88), reading comprehension is the application of a skill that involved for other purposes (listening or oral comprehension) to a new form of input (text). So reading comprehension is how the reader can guided the text that they read with their understanding as they think in their mind.

According to Chesla (2001, p.1-10), there are four basic reading comprehension skills:

1. How to be an active reader
2. How to find the main idea of a passage
3. How to figure out what words mean without a dictionary
4. How to tell the difference between fact and opinion

Regarding with, the basic reading comprehension is some basic way where the reader can acquire the information that they find in the text.

1. Activating relevant, prior knowledge (schema) before, during, and after reading text (Anderson and Pearson: 1984).
2. Creating visual and other sensory images from text during and after reading (Pressley: 1976).
3. Drawing inferences from text to form conclusions, make critical judgments, and create unique interpretations (Hansen: 1981).

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4. Asking questions of themselves, the authors, and the texts they read (Raphael: 1984).
5. Determining the most important ideas and themes in a text (Palinscar and Brown: 1984).
6. Synthesizing what they read (Brown, Day, and Jones: 1983).

Based on explanation above, that process can be conclude that reading is an activity which needs more thinking to develop the ideas and gaining the information of the text. The process of reading comprehension is important to learn because we can get what we want to find from it.

**a. The Purpose of Reading**

According to Linse and Nunan (2005, pp.68-94), There are two main reasons that people read they are:

**a) Reading for pleasure**

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment for readers of all ages.

**b) Reading for information**

It can be as simple as reading this research and the reader can get the information. Then, Idham (2014, p.122) said, the following skills are classified according to the purpose of reader, they are reading to find main idea and to answer the question.

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## c) Reading to find the main idea

According to Dallmann, et al in Idham (2014, p.122), that might be used to help the students to find the main idea of a passage:

1. Matching a series of pictures with the paragraphs they illustrate
2. Stating the main idea of a selection
3. The from a list selecting the best expresses the main idea of paragraph
4. Following direction, such as: find the sentences that give the main idea of the article, draw a line under the words in the second paragraph that give the topic of the paragraph, draw a line under the words that best describe the character discussed in the selection
5. Skimming a series or a group of trade books decided which one to read, either for pleasure or some purpose
6. Matching a picture that illustrates a main idea with a paragraph that it illustrates
7. Locating topic sentence in paragraphs that contain topic sentences.

## d) Reading to answer the question

The following activities might be also to be used to develop learner's skill in answering question. These are:

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1. Reading to answer question stated by the teacher
2. Indicating which of a series of questions listed by the teacher are likely to be answered in a given selection and then checking the responses after reading the selection
3. Starting questions the reader would expect to find answered in a given selection and then checking the responses after reading the selection
4. Indicating which of a series of question that may possibly be answered in a given selection are formulated clearly, and rewording those that are not.

In addition, Hurford, Heasley and Smith (2007, p.26), one of the purposes of the reading is for a reference. According to Hurford, Heasley and Smith (2007, p.26), reference is any expression used an utterance to refer to something or someone (or a clearly delimited collection of things or people). In addition, reference is a speaker indicates which things in the world (including persons) are being talked about.

In fact, there is very constancy of reference in language. In everyday discourse almost all of the fixing of reference comes from the context in reference. At first sight the notion of reference as a relation between expressions used in utterance and people and object in the world seems straight forward enough. But stating simple generalization

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about when an expression is actually a referring expression and when it is not, is, to say the least, difficult.

In short, the following skills are classified according to the purpose of the reader. Study the discussion of each classification carefully. Reading cannot be separated with comprehension, because if the readers want to understand about the information, the reader must read.

### **b. The Importance of Reading Comprehension in Learning English as a Foreign Language**

According to Tierney (as cited in Karbalaei, 2010) reading is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read. In accordance with this statement, Grabe (1991) pointed out that reading is an essential skill and probably the most important skill for second language learners to master in academic contexts.

Anderson (2003) also stated that the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency was required. Reading is an important skill to update knowledge. Learners will get any information needed by read and understanding book, magazine, newspaper and other reading materials.

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By considering the fact that EFL learners need reading comprehension skill in their academic studies, Indonesian education curriculum also provides reading as one skill that should be mastered by students. Widiati & Cahyono (2006) pointed out that EFL reading skill become an important element of the establishment of English curriculum of secondary and tertiary schools (both English and non-English departments) in Indonesia.

For instance, in English formative test, most schools provide reading comprehension test to measure students' achievement. "For most Indonesian students-who have limited exposure to oral English communication-reading becomes the first stepping stone to develop proficiency in the Language" Hadi (2006). Thus, reading comprehension is the most important skill for EFL learners. By having good reading comprehension skills, learners will be able to achieve success in all academic studies and develop proficiency in the language.

Yet in this research, the reading comprehension is the most important to learn because we can get what we want to find it.

**B. Relevant Research**

According to Syafi'I (2016) states relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting. There are some researchers conducted and they are relevant to this research paper, such as:

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Firstly, a research by Sara Lynn Jozwik that conducted in 2015 in Illinois state university, entitled “Effects of Explicit Reading Comprehension Strategy Instruction for English learners With Specific Learning Disabilities. This study replicated and extended previous research (Jitendra, Hoppes, & Xin, 2000) by modifying instruction found to be effective for native English speakers (i.e., explicit reading comprehension strategy instruction with a self-monitoring procedure). Modifications included: (a) integrating culturally relevant text, (b) providing native language support, and (c) melding strategies from the fields of teaching English as a second language and special education. Through a co-teaching model, I provided instruction to four participants during a 135-min literacy block in a fifth-grade general education classroom for 13 weeks. A multiple probe across participants design (Gast & Ledford, 2010) evaluated effects of instruction on two dependent variables: (a) participants’ sophistication with applying comprehension thinking strategies while reading, as measured by comprehension thinking strategy rubrics (Keene, 2006) and (b) participants’ comprehension, as measured through percentage accuracy with responding to open, researcher-developed literal and inferential comprehension questions. I assessed maintenance of effects for 2 to 8 weeks after participants exited the intervention condition. I assessed generalization to on-grade-level text and to a standardized achievement test (*Woodcock Johnson Tests of Academic Achievement III-R*; Woodcock, McGrew, & Mather, 2001).

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Additionally, I examined participants' self-efficacy as readers at pre- and posttest by collecting information from the *Motivation to Read Profile* survey and interview (Gambrell, Palmer, Coddling, & Mazzoni, 1996). Finally, I measured participants' perceptions of the social acceptability of intervention materials and outcomes through a researcher-developed, 9-item, Likert-scale survey. Results of this study show a functional relation for accuracy with answering literal and inferential comprehension questions and for sophistication with applying comprehension thinking strategies to read instructional-level text. All four participants performed within a similar range on on-grade-level probes as compared to instructional-level probes before or after the intervention. Intervention effects maintained at the end of a 2- to 8-week period at a level above respective baseline performance. Participants improved or maintained scores on a standardized achievement test. Moreover, participants' attitudes toward reading and their motivation toward reading increased or maintained at moderately high levels. Results from social validation questionnaires showed favorable impressions of the materials and outcomes. Findings are discussed with regard to the need for future research and the implications for practice.

Secondly, a research by Abigail K. Ballou that conducted in 2012 in education masters, entitled "Using Explicit Strategy Instruction to Improve Reading comprehension. For the purpose of this study, three students were explicitly taught three during reading comprehension

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strategies. Students were given a pre and post-assessment which were analyzed to determine the effectiveness and implications of explicit strategy instruction. Furthermore, a questionnaire, related to reading comprehension, was distributed to teachers at the school in which the study took place. Findings from the study suggest that although students' comprehension scores did not improve, their attitudes toward reading improved and their ability to use a wide variety of strategies increased after receiving explicit strategy instruction. The primary implication of this study is teachers must be willing to invest time in explicit strategy instruction in order for their students to reap the full benefits of this instructional technique.

Yet in this research, explicit instruction strategy is means related of the eleventh grade at senior high school Budi Dharma Dumai.

### C. Operational concept

According to syafi'I (2016) operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing.

1. Variable (x) is the explicit instruction strategy based on K.Klinger (2007,p. 91-92), it can be seen in the following indicators:
  - a. The teacher selects a textbook reading passage
  - b. The teacher prepares a graphic organizer to showing to students the key ideas and how they are related (the structure)

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- c. The teacher introduces to students the text structure and shows them the organizer
  - d. The teacher asks the students to use the information in the organizer to write a passage
  - e. The teacher encourages the students to use key words to show the relationships among ideas
  - f. The teacher asks the students to read the textbook passage and compare what they wrote with the actual passage
  - g. The teacher helps the students to visualize patterns and the ways ideas are connected.
2. Variable (y) is the reading comprehension based on Chesla (2001, p.1-10) and the syllabus of the eleventh grade students at Senior High School Budi Dharma Dumai, can be seen as follows:
    - a. The students are able to identify the specific information of the text.
    - b. The students are able to find out main idea of the text
    - c. The students are able to find out vocabulary of the text.
    - d. The students are able to infer meaning of an unknown word from the text.
    - e. The students are able to identify the reference of the text.

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

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The researcher assumes that the students' reading comprehension various. Many strategies can improve students' reading comprehension. The researcher assumes that the better the strategy used by students to study, the better the students of the reading comprehension will be.

**2. Hypothesis**

**Ho** : There is no significant difference between using explicit strategy instruction and students' reading comprehension on spoof text of the eleventh grade at senior high school Budi Dharma Dumai.

**Ha** : There is a significant difference between using explicit strategy instruction and students' reading comprehension on spoof text of the eleventh grade at senior high school Budi Dharma Dumai.