



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Reading Comprehension

Reading is one of receptive skill besides listening. Harmer (2001: 199; Cooper 2015) utters that receptive skill is the way in which people extract the meaning of the discourse they see or hear. In comprehending a text, a reader should be able to achieve the purposes of reading, which are to find out the main idea, the gist, the specific or individual information of the text, the writer's feeling that a writer is presented in a text, and identify the writer's attitudes, beliefs and argument. Gillet (1998) says reading comprehension is the process of using syntactic, semantic, and rhetorical information that were found in the printed texts to reconstruct in the reader's mind, by using the knowledge of the world he or she possesses.

In addition, Lenz in Hayden (2015) also writes that the process of comprehension involves decoding the writer's words and using background knowledge to construct an approximate understanding of the writer's message. However, the way students interpret the words to make meaning of the words can be different from one students to others, because students' knowledge about the topic, language structures, text structures, genres, cognitive and metacognitive strategies, reasoning abilities, and motivation of reading can affect the comprehension. Furthermore, Peha (p.2) reports in the article "Comprehending Comprehension" at the [Teaching That Makes Sense](#) website that comprehending is a process of reading rather than a product of reading. Moreover,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

The National Reading Panel in Hayden (2015) on its website *National Reading Panel* reports that comprehension is a key to improving reading skills. There are three main themes to reading comprehension skills:

- a. The role of vocabulary development and instruction play an important role in helping students to understand the complex cognitive process of reading.
- b. The reader must be actively involved with the text by intentionally thinking about what he or she is reading.
- c. Teacher preparation of comprehension strategies to improve understanding is connected to reading.

From those preceding definitions, it visibly can be understood that reading comprehension is not a product of reading, but it is a process of thinking, knowing, understanding, and transferring the message of the text or what a writer writes by connecting the information of the text with reader's background knowledge, in short, knowing sentences structure, text genres, writer's reasons or intentions will influence the result of comprehension. However, reading is not an easy process, vocabulary mastery and reading skill are the main factors in that process, nevertheless lecturer's or teacher's strategy and instruction play an important role in helping students to solve students' problems in reading comprehension.

According to Alderson (2000) the process of reading is the interaction between reader and the text. During that process, presumably, many things are happening; readers not only look at print in some sense on the page, but also decide what they mean and how they relate to each other. In relation to that definition, Davis (2011) assumes that the processes of reading comprehension can be described as follows:





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Attending and searching: focusing attention on particular letters and clusters, and drawing on the knowledge of letter sound relationships, identifying words that are already known, looking for information in illustrations and diagrams, and using analogies (their knowledge of familiar words to work out new words).
- b. Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.
- c. Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, and using re-reading strategy to check and confirm.
- d. Self-correcting: thinking about what they are reading and the meaning of what they have read and self correcting when it is needed.

According to Day and Park (2005) in Jayanti(2015) there are six types of comprehension in helping our students become interactive readers. They are :

a. Literal comprehension

Literal comprehension refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations.

Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various



parts of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, how old was Maria Kim when she died? The student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view.

c. Inference

Making inferences involve more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is prediction, it involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

Previous explanation can motivate lectures to provide solution to break students' obstacles in reading, it can be seen clearly that the vocabulary mastery is not the only key to be succeed in comprehending a text, understanding context of the text, combining the information that readers catch from the first, the middle and the end of paragraph, connecting the information that gotten from the text with reader own knowledge, making prediction, judgment, and giving personal feeling about the text are also beneficial activities that can be down to have the good comprehension. However, students do not develop the ability to comprehend texts quickly or independently. Therefore reading comprehension strategies must be

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



used over an extended period of time by lecturers who have knowledge and experience using them. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts.

Different kinds of texts and contents are challenges for students, and they require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

2.2. Teaching Reading

Teaching is a very complex enterprise, involving a series of decision-making activities that occur across a range of ideas, issues, and events (Loughran in Musthafa, 2014:139). Teaching is a theoretical act, and theories, whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and how they determine if they are successful (Beach in Musthafa, 2014: 139). As a teaching comprises various demands, many of them are conflicting one another, teaching requires continual decision making: making judgments about what is considered to be appropriate actions in a given situation at a given time. At this juncture, when teachers are faced with choices, teachers' personal, professional judgments become paramount in responding to problems at hand (Musthafa, 2014: 139).

It can be said that teaching is the complex activities which has effects in teacher's decision in creating the materials and the way that the teacher uses to

make the teaching learning process condition. The teacher is needed to respond the problems and solve the problems that could be faced in the class. It means in teaching, teacher is not only presenting or explaining the materials, but needs to be creative in solving any problems that can be faced in the class.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers.

2.3. Assessment of Reading Comprehension

Some experts' opinions about assessment as follows:

Assessment is as a process that encompasses a much wider domain. Assessment should be grounded more fully in a model of cognition, learning or development. (Wagner, 2009: 130). Moreover, Brown (2004: 4) asserts that reading comprehension assessment are used to determine what skills need to be strengthened (Galih: 2016)

In line with reading comprehension, the assessment requires the students accurately decodes words, to apply their knowledge of grammar, syntax and vocabulary, and to use critical strategies that aid in level of comprehension of what is read. The assessments of reading comprehension vary in terms of the nature of the text that the students read, and the response format via which comprehension is measured. Some texts are as short as a single sentence, whereas others contain



extended passages comprising a number of paragraphs. Some texts are read silently whereas others are read aloud. Of those that are read aloud, some allow for reading errors to be corrected by the tester.

The assessments on reading comprehension are needed to know how well a student comprehend the text. There are some types of reading comprehension skills which are assessed, namely: 1) understand the words-comprehend the words means, 2) identify the information, 3) identify the facts, 4) find the main idea, 5) figure out the sequence, 6) figure out the comparison, 7) figure out the cause-effect, 8) identify the characters, 9) make inferences, 10) distinguish reality or fantasy, 11) distinguish fact or fiction, 12) identify the characterization, 13) identify the tone/mood of the author, 14) find the bias or propaganda, 15) find the purpose of the text, 16) find the type of the text, 17) find the generic structure, 18) find lexicogrammatical.

In addition, reading comprehension skills are required some different response formats include: 1) multiple-choice usually set out in such a way that the candidate is required to select the answer from the number of given options, only one of which is correct, 2) true-false judgements, 3) sentence completion-require the tests to supply a word or a short phrase, 4) short questions-answer-test takers are simply asked a question which requires a brief responses, in a few words, 5) story-retell, 6) cloze test-typically constructed by deleting from the selected texts every words and simply requiring the test-takers to restore the word that has been deleted, 7) gap filling-words to delete not leave fewer than five or six words between gaps, 8) matching techniques-two sets of stimuli have to be matched against each other, 9) ordering task-candidates are given a scrambled set of words,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

sentences, paragraphs or texts, and have to put them into their correct answer, 10) C-test-the second half of everysecond word is deleted and has to be restored by the reader, 11) cloze elide test-generate interest recently is where words which do not belong are inserted into a reading passage and candidates have to indicate where these insertions have been made, 12) free recall test-the students are asked to read a text, to put it to one side, and then to write down everything they can remember from the text, 13) rearrangement items-useful for testing the ability to understand the sequence of steps in a process or events in a narrative, 14) skimming task-give the reader a sense of the topic and purpose of a text, the organization of the text, the perspective or the writer’s point of view.

Reading comprehension assessments are the most common type of published reading test that is available. The most common reading comprehension assessment involves asking a child to read a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text. A large number of reading comprehension assessments is available. There are some commonly measurements of reading comprehension (University of York). They are as follow

	Neale Analysis of Reading Ability (NARA-II): NFER-Nelson	York Assessment of Reading for Comprehension (YARC) Primary: GL Assessment	Suffolk Reading Scale: NFER-Nelson	Group Reading Test (GRT 2): NFER-Nelson
Age Range	Age 6-12 yrs	Age 4 to 11yrs	Age 6-14,11 yrs	Age 6-14 yrs
Administration	Group Individual	x	x	x
Reading	Short About (feedback)	x	x	x
Text	Single sentence Short passage Extended passage	x	x	x
Response Format	Cloze Multiple-choice Short answer	x	x	x
Measures	Accuracy Comprehension Reading Rate	Accuracy Comprehension Reading Rate	Reading Comprehension	Reading Comprehension
Strengths	Assesses sentence level and text-level comprehension. Taps memory for local information and inferencing skills.	Assesses word, sentence - and text-level comprehension. Taps a range of different types of inference.		
Limitations	Pupil receives feedback to bootstrap decoding. Some questions can be answered verbally with reference to text. Reading rate confounded with accuracy.	Pupil receives feedback to bootstrap decoding. Reading rate confounded with accuracy.	Substantial load on decoding skill. Does not assess text-level comprehension strategies.	Substantial load on decoding skill. Focus is on sentence-level comprehension strategies (local coherence)

Box 3: Some commonly used measures of reading comprehension

2.4. The Factors Affect Reading Comprehension

Based on Lenz from University of Kansas (http://www.specialconnections.Q=instruction/reading_comprehension) Reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text" and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work was required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome



the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for studentstread will not teach many students the comprehension strategies they need to be proficient readers.

2.5. Hortatory Exposition Text

2.5.1. Definition

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 (Nurhayati: 2014). 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. In addition, in Depdiknas (2004) it is also stated that hortatory text is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be done. The difference of analytical and hortatory exposition is on the term of its generic structure, that is, the last part in analytic exposition is called as reiteration while in hortatory exposition it is named asa recommendation. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer's opinion by restating point of

view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and its purposes a suggestion at the end of the argumentation. Some examples of hortatory exposition are: Editorial, letter to the editor, and letter to a politician.

2.5.2. Generic Structure

The generic structures of hortatory exposition are:

- a. An Introductory Statement : In relation to Curriculum 2014 it is stated that an Introductory Statement consists of the author's point of view (thesis), preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention. Based on previous explanation, it is can be understood that thesis statement is the main point of the passage that is located in the first paragraph of each expository text. Moreover to identify the thesis a reader can question his/her self: what is the passage about? What does the writer think about the topic? Or what does a writer want?
- b. A series of arguments to convince the audience: This part is significant to support the thesis. Therefore, it needs some requirements. They are explained as follows;A new paragraph is used for each argumentEach new paragraph begins with a topic sentence After topic sentence comes the details to support the arguments.Emotive words are used to persuade the audience into believing the author.
- c. Recommendation: it consists of a statement of what should or should not happen or be done based on the given arguments.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





2.5.3. Social Function

Gerot and Wignell in Sugiati(2011) say that the social function of the hortatory exposition text is “to persuade the reader or listener that something should or should not be the case”.

2.5.4. Language Features

- 1) Focusing on the writer
- 2) Using action verb
- 3) Using modal adverb; certainly, surely, etc
- 4) Using temporal connective; firstly, secondly, however, therefore, etc)
- 5) Using evaluative words; important, valuable, trustworthy, etc
- 6) Using passive voice
- 7) Using simple present tense
- 8) The use of modals and adverbs (e.g. may, must, should, etc)
- 9) The use of emotive words (e.g. worried, alarmed etc)
- 10) The use of words that qualify statements (e.g. usual, probably etc)
- 11) The use of subjective opinions using pronouns I and we

Here is an example of hortatory exposition text:

Watch your Kids while Watching TV

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely, "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often cause bedtime disruption, stress, and short sleep duration. Another research found that there is a significant relationship between the amount of time spent in watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight. Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms Review the rating of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show.

2.5.5. Notes on the Generic Structure of Hortatory Exposition

There are some important notes about the hortatory exposition text, they are; we have to remember as always that the social function of hortatory exposition text is driving the readers to act like the writer thought as stated in the text. Then the purpose of this hortatory is influencing and persuading the readers by presenting the supporting arguments. In many social activities, hortatory is applied to writing recommended thought, sales letter, advertising, speech campaign, and news advertorial.

Thesis: The writer's thought is presented as a thesis which is proven with several arguments. In the first paragraph, the writer points his thought about the

importance of accompanying children while they are watching TV show. It is important to protect the children from the bad influences of TV show.

Arguments: The next paragraphs show the writer's arguments in supporting his thesis. It is supported by various researches that there are a great relationship between watching TV and the watcher's personality. One study describes that much time in watching TV can cause bed-time disruption. The others show the possibility of becoming an aggressive character because of watching television too much.

Recommendation: After stating the thesis and proving with various arguments, the text is completed with the writer's recommendation on how the parents should protect the children from the bad effect of watching TV.

Basically, both hortatory and analytical exposition have the similar position. Both take place as argumentative essays. Both show how important idea of the writer to be known. However the last paragraph of the essay usually makes the difference from hortatory and analytical exposition. If it is a hortatory text, it is ended with a strong recommendation while for analytical exposition, it is closed with restatement of the writer's first paragraph.

2.6. Clues for Reading Comprehension

In general, there are some strategies that can be taken to comprehend the text easily. Each item of reading comprehension text has key information as a clue to help a reader in reading; the topic is general theme or message. It is also called as the subject, while the main idea is the key concept that is expressed in the paragraph. In addition supporting details or supporting the idea is the details that



support the main idea by telling how, what, when, where, why, how much, or how many. By identifying the relationship between topics, main idea and supporting details a reader can increase his or her comprehension. The following are some strategies that can be used to identify topic, main idea, and supporting details, they are as follows:

a. Topic

Identifying the subject of the paragraph is a first thing that should be done before knowing the main idea. There are some strategies that can be used to find out the topic, for instance; by thinking of the paragraph as a wheel with the topic as a central core around which the whole wheel (or paragraph) spins, or it also can be identified by asking a simple question, "What is this about?" Sometimes topic can also be found by looking for a word or two that repeated. Usually it can be stated in a few words (<http://academic.cuesta.edu/acasupp/as/308.HTM>).

b. Main idea

The main idea is the point of the paragraph. It is the most important thought about the topic. The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence, but sometimes it is also can be located in the middle or the last of the paragraph. In addition, the writer then uses the rest of the paragraph to support the main idea. Once a reader can find the topic, he or she is ready to find the main idea. To figure out the main idea, a reader can ask his or her self this question: What is being said about the person, thing, or idea or the topic? (Vener2012).



c. Supporting details

A paragraph contains facts, statements, examples, specific information which guides us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting details.

The following can be done to determine the supporting details:

- Decide which details help to further the story line.
- Decide which details help you to understand the main idea.
- Answer question raised by the main idea (who, what, when, why or how).

There are two kinds of supporting details-major and minor. The main idea and its major supporting details form the basic framework of paragraphs. The major details are the primary points that support the main idea. Paragraphs often contain minor details as well. While the major details explain and develop main idea.

EXAMPLE: Main Idea and Major Detail

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. However, other names can have a negative impact.

EXAMPLE: Main Idea, Major and Minor Detail.

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider their name Susan to be very sexy. And participants in a British study thought Tony to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys. Named

Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

d. Synonym and Antonym

Synonym can be adjectives, nouns, verbs, adverb, or prepositions, as long as both of the words are the same part of speech. For example: pupil and students are a synonym pair (www92.studyisland.com). The following list is other examples of synonym:

Hate :

Sad Dejected, discouraged

Lavish Extravagant, abundant

Naïve Trusting, gullible

Wise Sagacious, astute

Brilliant Shrewd, ingenious

2.7. Approaches

The aim of language teaching and learning is to develop learner's communicative competence, therefore whole language approach, method, technique, and strategy should be considered as the important elements to achieve the objectives learning, and they objectively should be integrated into teaching and learning process. An approach, according to Anthony (1963) in Brown (2001) is a set of assumptions dealing with the nature of language, learning and teaching. The approaches can be read as follows:





a. Communicative Language Teaching (CLT)

Replaced the "Situational Approach". It was originally promoted by Howatt, et al., and more fully developed in the 1980s. CLT comes in both "strong" and "weak" forms. The intent is to capitalize on the collective intelligence of the group and give everyone a chance to grow in appreciation of diversity. CLT advocates avoided prescribing a set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum. The assumptions are that :

- (a).Learners learn a language through using it to communicate,
- (b).Authentic and meaningful communication should be the goal of classroom activities,
- (c).Fluency is an important dimension of communication,
- (d).Communication involves the integration of different language skills,
- (e) learning is a process of creative construction and involves trial and error.

Spin-offs from Communicative language teaching include the Natural Approach, Cooperative Language Learning, Content-based Teaching, and Task-based Teaching.

b. Competency-based Language Teaching

Competency-based Language Teaching is still a very popular outcome-based approach. The focus is on measurable and usable knowledge, skills and abilities (Scheck.» 1970)

c. Content-based Instruction

Content Based Instruction was promoted originally by Krahnke (1980s) but Embraced by almost everybody who teaches language through content and



meaning. (S. Krashen, 1982, & D. Nunan 1989). The research on this is quite firm: teaching language for the sake of the language is not nearly as effective (when it comes to using it) as when taught as a means to an end. Its focus is on integrated skills, cooperative learning, and grouping strategies. The stress is on more meaning rather than form. Its aim is to use authentic language and facilitate experiential learning. Using graphic organizers is a typical trademark of the process. & raquo; Content-based Instruction

d. Cooperative (Collaborative) Learning

An approach credited to Olsen and Kagan. It is a part of the collaborative approach. Competition is replaced with team-based learning. First described by Scott Thornbury. The teacher doesn't prepare classes; merely uses whatever happens to be in the room.

e. Lexical Approach In 1997, Lewis stated, "the building blocks are not grammar, functions, notions, or some other unit of planning and teaching, but vocabulary|lexis, that is, words and word combinations." It may have influenced in his "lexicon-is-prime" position in his minimalist linguistic theory (using collocations/chunks.

f. Multiple Intelligences

This learner-based approach was brought to popularity by Gardner (1993). It stresses that all dimensions of intelligence should be developed and not just those measured by IQ tests, i.e., language and logic. Gardner states that pedagogy is most successful when learner differences are acknowledged and factored into the process.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



g. Natural Approach

Brought to us first by Terrell (1977) and then jointly by Krashen and Terrell (1983). Their book (with classroom procedures) titled "Natural Approach" should not be confused with the older Natural Method also called the Direct Method. The focus is on "input" rather than practice. Language is its lexicon, not its grammar.

h. Task-based language teaching

Task-based language teaching (TBLT) said to be a logical development of communicative language teaching (Willis, 1996). It uses real communication activities to carry out meaningful tasks, and stresses the importance of targeting these tasks to the individual student as much as possible.

2.8. Method

Edward M. Anthony (1963_ in Allen and Campbell (1972:5) states that the method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. They are as follows:

a. Audiolingual

Dominant since the 1950s. Developed in the USA. This method is skills-based, allows no use of first language, and stress memorization, repetition, tapes, and structure. Teacher role: language modeler & drill leader. Student role: pattern practice and accuracy enthusiast.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



b. Counseling Learning

From Rogerian Counseling (1951). Later by C. Curran (1970s). This method part of the Humanistic Technique. The teacher is the coach; the students are clients.

c. Direct Method

This method popularized by Berlitz in the 1950s, it allows only the second language, uses everyday vocabulary, and stresses pronunciation. It is used in Community Language Learning. Teacher role: counselor and paraphrase; student role: collaborator and whole person.

d. Grammar Translation

Most popular before the 1940s. It started to be slowly replaced by the Direct Method from the early 1900s. It is still popular, however, in countries where reading is more important than communicating.

e. Silent Way

From Bruner (1966) to Gattegno (1990s) and referring to the teacher. Students are encouraged to produce as much as possible, to get the spirit of the language by exploring and practicing it.

f. Situational Language Teaching

A classical oral method that gave birth to many of today's structuralist approaches. (Firth, Halliday, etc.) Language is a purposeful activity toward a goal. The stress is on meaning, content, and situations. First used in the 1930s and further developed in England in the 1950s, it is an oral approach that views language as a purposeful activity toward goals. Teacher role: context setter and error corrector. Student role: memorizer and imitator.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



g. Grammar Translation

Most popular before the 1940s. It started to be slowly replaced by the Direct Method from the early 1900s. It is still popular, however, in countries where reading is more important than communicating.

h. Silent Way

From Bruner (1966) to Gattegno (1990s) and referring to the teacher. Students are encouraged to produce as much as possible, to get the spirit of the language by exploring and practicing it.

i. Situational Language Teaching

A classical oral method that gave birth to many of today's structuralist approaches. (Firth, Halliday, etc.) Language is a purposeful activity toward a goal. The stress is on meaning, content, and situations. First used in the 1930s and further developed in England in the 1950s, it is an oral approach that views language as a purposeful activity toward goals. Teacher role: context setter and error corrector. Student role: memorizer and imitator.

j. Suggestopedia

It was started in the 1970s by Lozanov; it takes an authoritative holistic but lexical approach and uses music and ambiance. It purports to be 25 times faster than other methods. Teacher role: auto-hypnotist and authority figure. Student role: relaxer and true-believer.

k. Total Physical Response (TPR)

Coordinates speech and action and draws on other sciences, but its speech theorems are Palmers' (1925). The idea is to repeat during the L2 learning process what was used to learn L1. It is structure-based. Teacher role:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

commander and action monitor. Student role: order taker and performer.

2.9. Technique

Edward M. Anthony (1963; Allen and Campbell 1972; leela 1989) says technique is implementational which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well, there are a lot of techniques that can be used in teaching and learning process.

2.10. Reading Strategy

To help students in reading comprehension and also to increase their reading ability students have to use some skills and strategies. This review of literature will define the differences between reading skills and reading strategies, and illustration before, during, and after reading strategies. Teachers teach various skills to improve the understanding of reading, unfortunately, many of the students while decoding do not comprehend what they are reading. Moreover Hollas states that reading strategy is a plan or way of doing something; a specific procedure one uses to perform a skill. Further, Alexander, et al. (1985) quote a strategy as a procedural, purposeful, effortful, willful, essential and facilitative. They asserted that strategies are mandatory for academic development.

As described above, students today have difficulty getting through a short reading assignment. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and



strategies to help focus on reading and to do more than just read the words on a piece of paper. The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002:[http://eprints.uny.ac.id/17803/2/CHAPTER %20II % 20Ayu%20Kharismawati.pdf](http://eprints.uny.ac.id/17803/2/CHAPTER%20II%20Ayu%20Kharismawati.pdf)):

- a. Predict – declaring in advance or to foretell on the basis of observation and/or experience.
- b. Visualize – forming mental pictures of scenes, characters and events.
- c. Connect – to link two things together or to associate and see a relationship.
- d. Question – to inquire or examine.
- e. Clarify – to make understandable or to become clear and free of confusion.
- f. Summarize – to concisely obtain the essence or main point of the text.
- g. Evaluate – to form an opinion about what you have read

Grellet, F(1981) proposes the following hints to develop reading skills:

- a. Teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.
- b. Start with global understanding and move towards detailed understanding rather than working the other way around.
- c. Use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts. - Link the different activities through the different activities chosen.
- d. Focus on reading skills and learning strategies and comprehend exercise.



- e. Do not impose your own interpretation on the learners. Teach them to think by providing enough evidences for them to follow the right way.
- f. Do not impose an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it.
- g. Do not use so many exercises that you might spoil the pleasure of reading.
- h. Help the students to time themselves and increase their reading speed, little, by little.
- i. Use variety of procedures when controlling the student's reading activities.

These seven areas can be linked to various strategies to improve the effectiveness of each reader. The "predicting, visualizing and connecting" areas are implemented as before reading strategies. The "question and clarification" areas are implemented as during reading strategies whereas, "summarizing and evaluating" are implemented as after reading strategies.

Here are difference between a Skill and a Strategy:

SKILLS

The instructor decides what learner needs

Skills are often taught in predetermined sequence

Skills are often practiced in isolation

The emphasis is often in practice for practice's sake only

An automatic response is usually expected

Applications in meaningful contexts may not occur



STRATEGIES

Learners' needs are anticipated by the instructor

Self-direction/need is determined by learner

Strategies are taught in a meaningful context

Strategies are student-centered rather than teacher-directed

Activities are purposeful, interactive, and independent

Continual observation is practiced for evaluation of what is needed

Based on discussion above, it can be understood that there are differences among them, and they can be differentiated, as follows; approach is the way of teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may vary depending on students he teaches. Anthony (1963; Murcia 2001) defined an approach to language teaching is something that reflects a certain model or research paradigm. In short, approach is like a collection of theories, there is no procedure and it is still general,

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives. In short, the method is more specific than approach and less specific than technique. Thus, the method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus



represents the narrowest among the three (approach, method and technique). On the other hand, techniques are specific activities manifested in classrooms that are consistent with a method and thus are in harmony with an approach as well.

Variety of exercises, activities or tasks used in a language classroom.

Thus, a technique is a very specific type of learning activity use in one or more methods.

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. Thus, the strategy has about students performed a few steps in learning process. And it is chosen as the solution for students reading comprehension in this research.

2.11. Close Reading

2.11.1. Overview

Brown (2013) states that close reading is the most important skill you need for any form of literacy studies. Close reading means analyzing a text- is it a photograph, a short story, a scholarly essay, very carefully, crystallizing main ideas, and then drawing conclusions or making decisions based on your analysis. By using close reading, it can help students to conclude and analyze the text. In other word, close reading means reading a text closely: looking at the details and discussing how those details lead you to make conclusions about the text.

Close reading is a strategy that be applied in teaching learning because it will support the students to determining the meaning of the text. To support it, close reading has five levels and each level supports students with determining the

meaning behind complex texts, even struggling learners too. They are:

1. Involving students paraphrasing the text sentence by sentence. It means that students engage with a very meaty piece of text and the text is short.
2. Involving summarizing a piece of text, paragraph by paragraph.
3. Ask the reader to analyze the text. This analysis follows a structured format; the format is referred to as the eight elements of thought (purpose, questions, information, inferences, concepts, assumptions, implications and point of view).
4. Ask students to evaluate.
5. Involves placing yourself in the position of the author. This level requires students to engage in empathy and to considers another's perspective by thinking the way the author might think. Here, the reader must have already deeply considered the concepts and perspective of the author.

According to Nancy (2013), she said that close reading is re-reading a text carefully, and with purpose. It is becoming actively engaged in what we read by paying close attention to the words, the ideas, the structure, the flow, and the purpose of the text, in order to really think about what the author said, and compare it with what we know, what we believe, and what we think. By using close reading, it can help the reader in seeking the messages of the author saying in the text.

One method that is being used to help students engage successfully with complex texts is close reading. Close reading can broadly defined as “ a focused rereading of a text in which you go beyond a basic understanding of the text “ (Dalton, 2013). One strategy of close reading that can be used in classrooms text coding. Text coding is what this study is focused around. One recent study



concludes that:

When people are more actively engaged in the material that they are trying to learn, such as by close reading, their memory improves, particularly at deeper levels of comprehension. Close reading is one take on tackling this emphasis on complex texts independently and more carefully examining the language the author is using and by focusing questions on information presented in the text itself versus information from outside sources (Snow and O' Connor, 2014). Text coding is one close reading strategy teachers can use in their classrooms to try and accomplish this goal. According to Pryor and Cox (2009) text coding is a way students can remember what they believe is important, focus on their thoughts and what they are reading and text coding can help them quickly identify places they both comprehend and places where they have questions and ideas for inquiry.

The use of selective codes provides learners with a chance to clarify thinking and make sense of their learning as they identify and synthesize the most important information in text. Each code offers the opportunity to make connections, compare and contrast information and ideas, form opinions and rehearse learning, leading to an increase in higher level thinking and learning.

The close reading instruction method and the benefits it can have on student reading success when implemented appropriately into classroom instruction. More specifically, this study looks at one specific strategy of close reading, text coding. "It is evident that text coding can be a very beneficial tool for students as they become proficient at making connections with what they read (Pryor and Cox, 2009). Text coding can not only be used to help students comprehend what they read, but text coding can help students take notes and help



thm with future inquiry (Pryor and Cox, 2009).

This strategy can help determine if text coding is an effective strategy to help improve the reading comprehension of students that teachers can add to their strategy tol box. This strategy is useful for comprehension of short articles, such as news articles and information sheets; however, it can also be used in research and information gathering.

2.11.2. Frame Work of Applying Close Reading Strategy

Crawford (2005) states that close reading with text coding refers to the act of having students look for certain things in a text, then mark the text when those things are around. When students are reading texts as a part of a lesson, it helps to use a reading strategy that links their reading closely with their questions and purposes. Close reading with text coding help students set purposes for reading, read to achieve those purposes and able to use information from text. Timed required might add 25% or more to the amount of time otherwise needed to read a text. Hence, (Crawford, 2005) there are some steps to conduct the strategy, they are:

Step 1:

Ahead of the activity, think of four or five kinds of information wish students to locate in a text. Come up with a simple symbol for each kind.

Step 2 :

Carefully explain to students the kinds of information that teachers want students to look for as they read the text. Give examples. Then show them the symbols with which they should mark each one.

Step 3 :

Tell the students to begin reading the assigned text and to mark (in light pencil) each piece of information of each type.

Step 4 (optional) :

As an optional step, or occupy those who finish early, ask the students to construct a table.

INSERT (Interactive Notation System for Effective Reading and Thinking) codes:

- Confirms what you thought
- Contradicts what you thought
- ? Puzzles you
- ?? Confuses you
- * Strikes you as very important
- Is new or interesting

2.12. Know/ Want to Know/ Learn (KWL) Strategy .

1. Overview

The K-W-L chart was created by Donna Ogle in 1986. The chart is a comprehension strategy that is used to activate background knowledge before reading. The letters K-W-L are an acronym for “what we know”, “what we want to know” and “what we learned”. It is divided into three columns titled know, want, and learn. Sometimes the chart is different from one topic to another depends on type of material included and excluded. The first column is ‘K’ it is for what the students already know about the topic; it is supposed that this step is completed before reading. The next column is ‘W’ it is for students to list what they want to learn about the topic during the reading; this step is

also to be completed before the reading. The third column is 'L' it is for what students learned from reading; this step is done after finishing the reading. On the other hand, the K-W-L strategy can be used to drive instruction in the classroom. The instructor creates lesson plans depended on students' needs and interests, and this strategy is useful because it increases the motivation and attitude of students and enables the instructor to understand students' knowledge and interests in the material, (K_W_L table Online,2009:1).

2. Goals of Using Know/Want to Know/Learn Strategy

There are many reasons for using K-W-L strategy in the classroom; First, a KWL strategy activates students' prior knowledge of the topic by asking students what they know about the topic, and this step operates students' thinking and restores their experiences about the topic. Second, it provides opportunity for students to participate and engage in the topic by asking them what they want to know. Finally, this step is very important because it allows the students to expand their knowledge and know their needs and interests; in addition, the lecturer has a clear picture about his/her students to prepare lecture plan that they enjoy, (K_W_L table Online, 2009:2; <http://dosen.publikasistmikibbi.lppm.org/document/>), furthermore, Backman (2006:79) indicates that K-W-L strategy is a good strategy, because it enables the lecturer to assess students' background knowledge and interests before the lecture. Afterward, it helps lecturer to evaluate the content material that are learned. K-W-L strategy represents as a class activity or an individual basis. The K-W-L strategy can be completed in the first language or with illustrations, if students have limited English proficiency.



3. Framework of Applying K-W-L Strategy

There are some procedures of KWL Strategy that can be implied in teaching reading. According to Crawford et al (2005:23) the steps of KWL are:

- a. Begin by naming the topic, and asking students to think about what they already know about it.
- b. Create a KW-L chart on the board or on chart paper.
- c. Ask students to call out what they know about the topic. Write their ideas in the column marked KNOW.
- d. Now ask students to think of questions they have about the topic. They may begin by reviewing what they know, and finding areas where their knowledge is incomplete. Write their questions on the chart in the column marked WANT.
- e. The students should now read the text. They are reminded to look for answers to their questions, and for any new ideas they did not anticipate.
- f. The students report the things they learned from the text. First, they report answers they found to their questions, and then they report any other interesting or important ideas they discovered. The teacher records these on the chart in the column labeled LEARNED. Moreover, Brunner (2011:64) proposes some steps of KWL strategy, they are along these lines:
 - a. Provide students with the topic of the unit or reading selection.
 - b. Ask students to divide a piece of paper into three columns of equal size. The lecturer may draw a similar graphic organizer on a marker board.
 - c. Above the column on the left, ask students to write the word "KNOW".

Above the middle column, direct students to write the word “WANT,” and under the right column, ask students to write the word “LEARNED.”

- d. Explain to students that before they begin reading on a specific topic, they should always reflect upon what they already “KNOW” about the subject and place the information in the appropriate column.
- e. Tell students to brainstorm what they “WANT” to know about the topic and place question in the middle column.
- f. Instruct students to read the text for the purpose of answering the questions, as well as to correct any misinformation previously recorded.
- g. After the reading is completed, have students discuss and complete the third column on the right side of the paper.

The above explanations propose many steps of KWL strategy that can be applied in the classroom. Actually, from the three steps experts’ above are not much different, nearly have equations. However, from the three experts above the writer prefers to use step of Crawford, because it’s more simple and easy to apply in the classroom. Steps from Koechlin and Zwaan are not much different from the steps of Crawford, but it’s more difficult to implement. As well as to Brunner steps, his steps are more difficult to implement than Crawford’s. But no doubt each step can be modified as long as it is helpful.

4. Advantages and Disadvantages of KWL Strategy

According to Szabo in Kuller in

(<http://digilib.ump.ac.id/files/disk1/11/jhptump-a-arisusanti-525-2-chapter->

i.pdf) the KWL chart presents a before-during-after strategy for students in helping with comprehension strategies. The advantages are as follows:

- a. Students can get started by brainstorming any prior knowledge they may have on the topic which then helps them develop a curiosity on the subject and gets them interested in learning more about it.
- b. This chart also helps them decide what they would like to learn about the subject which gives them the self motivation to read and make up their own questions.
- c. It helps with self-monitoring of comprehension because it allows them to identify what they understood.
- d. This chart also gives an opportunity for students to expand on their ideas and formulate new ones.

In contrast, according to Kuller, there are some disadvantages of this method, they are:

- a. That it does not encourage asking questions while reading and the fact that some of background information may not be correct.
- b. It also does not help with a growing vocabulary because if a student does not know what a word is, they may just skip it and go on. There is also no encouragement for addressing emotional experience while they read. This can be prevented by having the students talk about these instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.



2.13. Bloom's Taxonomy

In connection with previous explanation, it is important to relate it to Bloom Taxonomy. Bloom Taxonomy was created in 1956 under the leadership of an educational psychologist, Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes. The three Domains of Learning, the committee identified three domains of educational activities or learning (Bloom, et al.1956) are Cognitive: mental skills (knowledge), Affective: growth in feelings or emotional areas (attitude or self) Psychomotor: manual or physical skills (skills).

a. Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956) in <http://www.nbna.org/files/Blooms%20Taxonomy%20of%20Learning.pdf>. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive a process, starting from the simplest to the most complex, they are :

Knowledge Comprehension Application Analysis Synthesis Evaluation

In relation to the explanation of KWL strategy, Close Reading strategy, and Bloom's taxonomy, it can be concluded that those strategies are used in comprehending the text, and all of the activities of those strategies are related to the cognitive domain.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.14. Related Studies

To avoid the same title used in the research and to see whether there is a relevant research related to the title discussed in this study, some relevant research are presented in this research.

Tran Thi Thanh Dieu had conducted a research entitled Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam in 2003 of the main aim of to discover the difficulties facing Vietnamese learners of English and the solution,. Because reading comprehension is one of the difficulties to be discovered facing Vietnam learners, for which the solution discussed in this paper was analyzed to complete the project for the Special Issue 501024. This study focuses on the importance of the Schema theory in reading comprehension. To prove the benefit of prior knowledge, K-W-L strategy was used as a treatment in the experiment. The hypothesis was that the K-W-L method would help passive students improve their reading comprehension skill. The final target was trying to change students from negative attitudes to positive feeling towards reading class after the K-W-L method was used and to improve Vietnamese students' reading skill as well as catching the main idea in the reading texts in order to have successful communication in English. As a result, the research has proved the effect of the treatment on reading. It also suggested to choose the KWL strategy as a way to control a reading class, to create an interesting and exciting atmosphere to improve students' reading comprehension skill.

A research entitled The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement was conducted by Rismanto and friends in SMPN 4 Palembang in academic year of 2011/2012.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Based on preliminary observation, it found that most of the Secondary School students are still low in comprehending reading texts. Therefore, the main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students' reading comprehension achievement in learning English as a Foreign Language. Non-equivalent groups pretest-posttest design was used in this study. The population was the eighth grade students of SMPN 4 Palembang in academic year of 2011/2012 with a total number of 254 students. Out of this population, 40 students were taken as a sample. There were two groups, each of which consisted of 20 students. The data were collected by using multiple choice reading comprehension test. The data obtained were analyzed by using t-test formula. The finding showed that the KWL strategy was effective in improving the students' reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students' reading comprehension achievement was 70.5%.

In connection with researches that stated before, it clearly can be seen that the researches are experimental researches and the other one is Classroom Action research, and the findings clearly explain that both of the strategies that have given positive effect on students reading and listening ability, and both of them show that students of experiment classes have higher score or do better than control classes, it mean that both of those strategies beneficial for teaching and learning English.

All of relevant researches mentioned above, it is obvious that KWL strategy gives significant effect in improving students' reading comprehension. In some research, KWL is also combined by another strategy or technique to improve



language learning on reading comprehension. But none of the research focused on other differences of KWL and Close Reading Strategy. To make difference with the research above, this research has three variable and focus on using Close Reading and KWL strategy to improve students' comprehension.

2.15. Operational Concept and Indicator

1. Operational Concept

This is causal comparative design or comparative non experiment research design; the main aim of this research is to find out the differences on students reading comprehension between a group or class that taught by Close Reading strategy and group or class that taught by Know/Want to Know/Learn strategy student's comprehension in reading. This research is conducted at MAN 2 Pekanbaru, the populations of the research are grade eleventh . There are three variables in this study; two independent variables (Close Reading and KWL strategies) and one dependent variable (students' reading comprehension). Both of the groups have learned from those strategies before this research is conducted, so that before getting the test, they were only learned reading comprehension or got the treatments for two meetings only, to review what they have done before, finally they got the test.

2. Indicators

a. Close Reading Strategy Indicator

Close reading with text coding strategy is a strategy that is used in teaching reading. It has some advantages that are helping students set purposes for reading, read to achieve those purposes, and later be able to



use information from the text. And text coding helps students to keep track of their thinking while they read. In implementing close reading with text coding strategy, there are some procedures which can be used in teaching reading , according to Alan:

- a. Teacher divides students into some pairs.
- b. Teacher asks the students to think four or five kinds of information that the teacher wish the students to locate in a text. Come up with a simple symbol for each kind.
- c. Teacher explains to the students what kinds of information they look for as the read the text. Give examples. Then show them the symbols which they should mark each one.
- d. Teacher tells the students to begin to read the assigned text and to mark each piece of information of each type in the text.
- e. Teacher asks the students to construct a table. Telling them to put the symbols they use in their close reading between the parentheses. In pairs, have them list several pieces of information they found for each category.

From the explanation above, the writer used Alan's procedures in teaching students' reading comprehension on hortatory text. Because it is appropriate to use it in teaching reading on Hortatory Exposition text.

- b. Know/Want to know/Learn Strategy Indicators

In relation to Crawford (2005) there are some indicators of using Know/Want to know/Learn strategy, they fall in three steps; anticipation, building knowledge, and consolidation, they are as follows:



- 1) Teacher asks the students to give the topic and think about their understanding about the topic.
 - 2) Teacher instructs the students create a KWL chart on the board or on the paper.
 - 3) Teacher asks the students to tell their understanding about the topic and to write it in KNOW column.
 - 4) Teacher asks the students to write their question about the topic in WANT column.
 - 5) Teacher asks the students to read the text then find the answers to their questions and for any new ideas they did not anticipate.
 - 6) Teacher asks the students to answer the questions and report the important ideas that they find through reading and lecturer writes it in LEARN column.
- c. Indicators of Reading Comprehension in Hortatory Exposition Text
- Indicators of reading comprehensions are:
- 1) Students are able to identify the thesis statement.
 - 2) Students are able to recognize the writer's argument in the passage.
 - 3) Students are able to find out writer recommendation through the passage.
 - 4) Students are capable to identify the social function of the text.
 - 5) Students are capable to guess the language feature of the text.



1.16. Assumption and Hypothesis

1. Assumption

There are used number of strategies in comprehending texts, in contrast every reading strategy has benefits and weaknesses, but its facts do not permit lecturers to be monotonous in using certain strategies that have affected students positively, because one strategy may be good for certain topic, but it may be useless for others, so that a teacher ought to be wise to use those strategies based on students need or reading context. In order, to give students various learning experiences, a teacher should be creative and innovative, so that the learning process can be joyful and interesting. In this research it is assumed that Close Reading and Know/What to Know Learning strategies are good to improve students reading comprehension.

2. Hypothesis

There are two kinds of hypotheses in this research, null hypothesis and alternative hypothesis. The research hypotheses are formulated as in the following:

Ho1 : There was no significant difference of students' reading comprehension pretest mean score between an experimental group 1 and an experimental group 2 at MAN 2 Pekanbaru.

Ha2 : There was a significant difference of students' reading comprehension between the pre-test and the post-test mean score by using Close Reading Strategy of the experimental score at MAN 2 Pekanbaru.

Ha3 :There was a significant difference of students' reading comprehension between the pre-test and the post-test mean scores by using KWL Strategy at MAN 2 Pekanbaru.

Ha4 :There was a significant difference of students' reading comprehension the post-test mean score between an experimental group 1 and an experimental group 2 at MAN 2 Pekanbaru.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.