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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one kind of the four language skills. Reading is very important for human being to get knowledge from the books or the articles. According to Fibrinita (2013, p.1-2), “reading is one of the subjects to get information and knowledge about everything readers need from written form”.

Furthermore, Kalayo and Ansyari (2007, p.114) state that reading is an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer’s ideas or writing style. Moreover, Brown (1994, p.29) stated that reading is a skill which the students should master at the end of their language process. It means that reading is one of the most important skills in learning language.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of reading material, the reading activity becomes inadequate. On the other hand, Johnson (2008, p.3) says there are several meanings of the reading :

First, Reading is the practice of using text to create meaning. It means that if there is no meaning being created, there is no reading taking place.

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Second, Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading is.

Third, Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in our head to create meaning. In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).

Fourth, Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. It means in here we focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

Based on the definition of the reading above, reading is a crucial thing for the learners. It will help students to know and get information after reading a text.



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2. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

Reading is approached as a thinking process—one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. The text also facilitates comprehension monitoring—a strategy that encourages students to be aware and conscious of their levels of understanding (Nunan, 2003, p. 68). In addition, Nunan also states that reading is a fluent process of readers' combination of word recognition, intellectual and emotion interrelated with prior knowledge to understand the message communicated. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

Moreover, reading is centrally agreed as a comprehending process, thus comprehension is very important (Grabe, 2009, p. 14). Students read to understand what the writer is intended to convey in writing. In reading, students not only read the text but also comprehend it. Therefore, that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow & Chair, 2002, p. 11). Comprehension does not occur by simply extracting meaning from

text. During reading, the reader constructs different representations of the text that are important for comprehension.

The first point to be made for any reading process is comprehension. Reading with comprehension means understanding for and with what has been read. Comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating (Kustaryo, 1998, p. 12). A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Comprehending reading texts is very crucial thing in reading process, because the purpose of reading is to grasp the meaning from what the readers have been read. If readers only read the reading passage without attempting to comprehend the text, it is very useless and only spends much time and they will get nothing. Morellion (2007, p. 21) states that “comprehension is an important part of learning to activate and use background knowledge”. It means that when readers attempt to comprehend reading texts they will use the previous knowledge that they

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already have. It is not only about the ability to read the text, but how to use the background knowledge that can build the comprehension.

Finally, skilled readers may employ one type of process more than the others when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate for reading activity, so that they fail to use prior knowledge they have.

b. Categories of Reading Comprehension

Brown (2007, p.367) states there are two categories of reading comprehension as follows:

1) Microskills for reading comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.

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e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

2) Macroskills for reading comprehension

a) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b) Recognize the rhetorical forms of written discourse and their significance for interpretation.

c) Recognize the communicative functions of written texts, according to form and purpose.

d) Infer context that is not explicit by using background knowledge.

e) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

f) Distinguish between literal and implied meaning.

g) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

h) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the

meaning of words from context, and activating schemata for the interpretation of texts.

On the other hand, Rivers and Temperley (2001, p.33) say the macroskills imply the reader's focus on the larger elements such as :

- a) To obtain information for some purposes or because we are curious about some topic.
- b) To obtain instruction on how to perform some tasks for our work or daily life.
- c) To act in apply, play a game and do the puzzle
- d) To keep in touch with friend by correspondence or to understand business letters.
- e) To know when and where something will take place and what is available
- f) To know what is happening or happened
- g) For enjoyment or excitement

Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

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c. Assessment of Reading Comprehension

To assess reading skill should be appropriate with the assessment given to the students. There are some classifications to assess the reading because it should be appropriate with their levels . According to Brown (2005, p.189), there are several types in reading :

1. Perceptive: in this type, the assessment should involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbol.
2. Selective: in this type the assessment should involve the recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
3. Interactive: in this type the assessment should involve the interactive reading type that are stretches of language of several paragraphs to one page or more. In this type, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction.
4. Extensive: in this type the assessment should involve text more than a page and including professional articles, essays, technical reports, short stories and book.

Based on the explanation above, the researcher chose the types of interactive assessment. Because in teaching reading in level senior high school the teacher should assess their students through interactive type.

Brown (2005, p.201) states that there are several kinds of test appropriate for assessing students in interactive level. The following kinds of test are multiple-choice, matching task, short answer task, cloze task, open ended question, editing task, and etc. then, for this research, the researcher chose multiple choice as the instrument to measure the students' reading comprehension especially for hortatory exposition text. Because multiple choice is a test that is practical, easy to administer and score.

3. The Nature of Hortatory Exposition Text

a. Definition of Hortatory Exposition Text

A hortatory exposition text is one of the texts which is taught in senior high school. According to Astuti (2006, p. 180), "A hortatory exposition is a text which represents the attempt of the writer to have the addressee does something or acts in a certain way. "It means that it is a text which advices the reader to do something indirectly. However, Goner explains that "a hortatory exposition is a type of written texts that is intended to explain the readers that something should or should not happen or be done (Goner, 2009, p.1). The purpose of hortatory exposition is to persuade the readers that something should or should not be the case (Sudawati, 2007, p. 141)

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According to priyana in Arista Nurhayati (2014. P. 4), “ a hortatory exposition text has three generic structures. The generic structures are as follows:

- a. Thesis. Thesis is general statement of topic discussed. It is the main point or idea of view to be presented.
- b. Arguments. Arguments are the reasons for concern that will lead to recommendation. Arguments provide the evidence to support the thesis statement. Each paragraph identifies the particular point. The elaboration may be further description, analysis, justification, giving examples, comparing, and contracting, etc.
- c. Recommendation. Recommendation is statement of what should or should not happen or be done based on the given arguments. It makes recommendation for readers.

b. Language features of hortatory exposition text are follows:

- a. The use of emotive words (e.g. worried, alarmed, etc)
- b. The use of words that qualify statements (e.g. usual, probably, etc)
- c. The use of words that link arguments (e.g. firstly, However, therefore, etc)
- d. The use of compound and complex sentence
- e. The use of modals and adverbs (e.g. may, must, should, etc)
- f. The use of subjective opinions using pronouns I and we

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c. The Indicators of Reading Comprehension of Hortatory Exposition

Text

- a. Identify the main idea of hortatory exposition text
- b. Identify the generic structure of hortatory exposition text
- c. Find out the detail information of hortatory exposition text
- d. Identify references of the words in the hortatory exposition text

4. Nature of “OK4R” Method

a. Definition of “OK4R” Method

In teaching reading there are many methods that can be applied by the teacher. One of them is “OK4R” Method. According to turkel (2011, p. 3), OK4R Method makes the reader do the assignment a lot faster and remember a lot more if the reader takes the time to follow the OK4R method devised by Dr. Walter Pauk.

Dealing with the statement, Pamela (2006, p. 12) states that OK4R makes the reader easy to read with a purpose that just only takes less time in the long run. Instead of just starting at the beginning and reading through to the end, it makes the readers easy to complete the assignment much faster and remember much more; so it can train the readers to answer questions on a test.

According to Chiaha (1986, p. 16), OK4R Method offers six steps in reading. First, the students have to survey or overview the text. This

involves going through the text, skimming, and reading the contents and sub headings to get a general idea of the text and the scope of its contents. Second, According to Pauk, after survey or skimming the student should identify key points which include topic sentences and key words. Third, the student read the text carefully. This reading should be done slowly for details. Such a reading should help the student maximize understanding and evaluation of the material as well. This type of reading should be repeated about twice or more. Fourth, This involves recitation of what has been learned. The student tries to recall or remember what he has read, or answer the formulated questions. At this point the student can try to take notes or jot down important points. Fifth, Reflect. This is usually done without using the text read. The student needs to think about what he has read and try to apply this to his everyday life and see how workable and practicable it could be. Reflection presupposes that the subject has been learnt and if the student is able to apply this properly to his daily life then forgetting may be ruled out. Sixth or the last step is they review the text or rapid reading of the text to make sure that no important facts are left out and to recall the points that might have been forgotten in the previous steps and to keep what the text is about in their mind.

According to Robinson(2000:10) in frisma, “OK4R” is a method that can help the student focus on studying and prioritizing the information in a way that relates directly to how they will be asked to

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use that information in an exam. It means that this method is a method of reading a textbook so that the information they read really does enter they long term memory.

In additional, Turkel (2011) stated that after students become familiar with the method, it will result in a far greater mastery of students' assignment, with no increase in the time spent in studying. It has these advantages; students are learning to distinguish between main ideas and details; reduce mind-wandering because they make frequent checks; students make brief notes—using their own words—which prepare them more adequately for tests; and they are making the best possible use of the principles of memory; and they train theirself to answer questions as they would be on a test.

Based on some definitions above, it can be concluded that this method can help them to lose their perception that reading is difficult to learn and through the steps in strategy, the students will be easy to comprehend about text and can help students to understand what they read. It is easily used in understanding the text. So, the students will get additional information or ideas after reading.

b. Steps Of “OK4R” Method

According to Turkel (2011:3), the procedures of “OK4R” method as follows:

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- O. Overview: Read the title, the introductory and summarizing paragraphs and all the headings included in the reading material. Then you'll have a general idea of what topics will be discussed.
- K. Key ideas: Go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also read the italics and bold type, bulleted sections, itemizations, pictures and tables. Now students 'll know what the author is saying about his topic.
- R1. Read the assignment from beginning to end. The students'll be able to do it quickly because they already know where the author is going and what he's trying to prove.
- R2. Recall Put aside the text and say or write, in a few key words or sentences, the major points of what you've read. (This is the time to put down reading notes in your loose-leaf book.) Dr. Pauk says that one minute spent in immediate recall nearly doubles retention of that piece of data!
- R3. Reflect: The previous step helps to fix the material in students' mind. To keep it in their memory forever, relate it to other knowledge: find relationships and significance for what they've read.
- R4. Review: This step doesn't take place right away. It should be done for the next short quiz, and then again for later tests throughout

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the term. Several reviews will make that knowledge indelibly theirs.

c. Teaching Reading by Using OK4R Method

According to Turkel (2011:3), OK4R Method procedure provides the systematical stages to proceed and set the purpose to lesson as follows:

1. Overview the text

the students should look at the first sentence of each paragraph in the text. It will help the students to know more about the text.

2. Finding key ideas

After overviewing the text, teacher asks the students to skim the text to look for the key ideas. Teacher reminds them that key ideas they have to look for are the same as main idea. So, they may read the first sentence of each paragraph. They also may read the whole paragraph and take points that are being talked. These key or main ideas are in the sentence forms.

3. Read

After the students find key ideas or main ideas, teacher asks the students to read the text. They should read the rest of the sentences in each paragraph. They may write or underline difficult words in the text. Students should not read it quickly so that they can get what is being talked in the text successfully.

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4. Recite

After reading the text, students should close the text and try to say or write down what points they catch while reading. After reciting the important points, the students should relate the topic to their daily life or daily experience. This step will make the students remember the text longer.

5. Review

After doing all the steps above, here is the last step of OK4R Method; review. The students and teacher are together reviewing the text. Teacher asks the students what the text is about. Teacher asks the students to mention difficult words they have found when reading the text. Teacher will make the meaning of each difficult word in the whiteboard

d. The Advantages of OK4R Method

The advantages of OK4R Method are:

1. Making the process of reading more effective and efficient.

This method offers the students how to read effectively. Students will make their reading process more valuable. They will comprehend the text by following the steps offered by OK4R Method.

2. Making the process of reading is well-organized.

Strategy will make the students read in well-organized way. Starting with doing overview about the text, students will know a short description about the text before reading it. After that, finding key

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ideas, reading, reciting, reflecting, and reviewing will come in sequence.

3. Making the students remember the material longer.

The students should remember what they have read. By conducting OK4R Method, students will remember the material longer. This is caused by the four R that are offered by this Method. Doing reciting, reflecting and reviewing after reading the text will make the material stick in their mind longer.

4. Making the students easy to comprehend the text because they are required to find key or main ideas in each paragraph. It will make the students get the description of what they are going to read latter

B. Relevant research

Relevant research is very useful for researcher to know about her research. According to Syafi'i (2007, p.122), researcher entails to observe the previous research that is relevant to the research and it is conducted by the others researchers such as:

1. This research has relevance to the research conducted by Kurniawati (2015) entitled "Application Methods OK4R Increase In Understanding Student Reading Skills In Text-Based Learning". Her research was an experimental research. In the research she found that The results increased

significantly and the learning process of students was growing rapidly and more confident with the results of the task were doing, It was aimed at the average value of the results of the activity of reading comprehension that in the first cycle: 58.61, second cycle: 73.63 and third cycle: 81.86. Results of the average value of reading comprehension of students each cycle has risen in the first cycle: 63.82, second cycle: 73.11 and third cycle: 82.45. in conclusion of her research was the application of methods OK4R (Overview, Key, Read, recal, Reflect, Review) could improve the outcome of activity and the ability of students' reading comprehension and could enable more productive students in reading activities

2. The research was conducted by Frisma Dewi (2013) entitled “Teaching Reading Comprehension By Using Combining OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) And SQ4R (Survey, Question, Read, Recite, Record, Review) Method At Senior High School “. She concluded that by combining “OK4R” and “SQ4R” method can help the students be easy to understand about the information in the text, and make the students more interested in reading. So, this method can be used by the teacher in order to make teaching process efficient and effectively.

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C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of OK4R reading Method to improve student's reading comprehension of Hortatory exposition text. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Variable X is OK4R reading Method. OK4R reading Method is an independent variable. It refers to the teacher's Method in teaching reading. Then, variable Y is students' reading comprehension, it is the dependent variable.

Turkel (2011) indicates the steps for the implementation of OK4R Method as Variable X as follows:

Variabe X : teaching OK4R reading Method

Indicators :

1. The teacher ask students to read everything that stands out from the ordinary text
2. The teacher ask students to skim the text for the key ideas
3. The teacher ask students to read the text from beginning to end
4. The teacher ask students to put aside the text and write, in a few key words or sentences, the major points of what they have read

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5. The teacher ask the students what the text is about
6. The teacher asks the students to mention difficult words they have found when reading text
7. The teacher will make the meaning of each difficult word in the whiteboard.
8. The teacher give the students short quiz and ask the students to answer the several questions.

The indicators of Variable Y (Students' Reading Comprehension of hortatory exposition text) as the dependent variable. According to syllabus of SMAN 1 Siak Kecil, the indicators are:

Indicators :

1. The students are able to identify the main idea of hortatory exposition text
2. The students are able to identify the generic structure of hortatory exposition text
3. The students are able to find out the detail information of hortatory exposition text
4. The students are able to identify references of the words in the text
5. The students are able to identify synonym of the words in the text
6. The students are able to identify antonym of the words in the text

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D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that OK4R reading Method can give strong influence to the students' reading. Students can read accurately and fluently. The students' ability in comprehending the hortatory exposition text will be better than before.

2. The Hypothesis

Based on the assumption above, hypothesis of this research are :

H_0 : There is no significant effect on students' reading comprehension of hortatory exposition text taught by using OK4R Method and taught without using OK4R Method at the Second Year of SMAN 1 Siak Kecil District Bengkalis Regency.

H_a : There is a significant effect on the students' reading comprehension of hortatory exposition text taught by using OK4R Method and taught without using OK4R Method at the Second Year of SMAN 1 Siak Kecil District Bengkalis Regency.