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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most essential skills that have to be learned by the students since it is taught almost in every level of educational institutions. Reading is the process of looking at a series of written symbols and getting meaning from them. When a reader reads a text, the reader uses his eyes to receive written symbols (letters, punctuation marks and spaces) and the reader uses his brain to convert them into words, sentences and paragraphs that communicate something to him. The main goal of reading is to get meaning, information, and message which are conveyed in a text.

In addition, according to Richard and Schmidt (2010), reading is defined as a process of getting meaning of a written text. Regarding with this statement, Nunan (2005) stated that reading is defined as set of skill to make meaning from the printed language. Besides, Tanskerley (2003) suggested that reading is a process which are built up of several interlocking skills and processes. In other words, reading is an act consisted of some skills and processes in which resulting meaning from the text. In addition, Hasibuan and Ansyari (2007, p.15) stated that:

Reading is an interactive process that the goes on between the reader and the text, resulting in comprehension. The texts present letters, words, sentences, and paragraphs encoding meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is.

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Furthermore, Hasibuan and Ansyari explained reader's knowledge, skills and strategic include:

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

In the terms of the goal and purpose of reading, Klingner (2007) stated that meaning, learning, and pleasure are the ultimate goals of reading. Besides, Fiprinita (2013, p.4) had mentioned there are six purposes why someone might be reading some particular texts:

- a. Pleasure and enjoyment—reader do reading activity just for the pleasure and enjoyment.
- b. Practical application—reader do reading activity in order to gain information that the readers apply in a practical situation.
- c. To get an overview—reader do reading activity to get a general for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic treated by the author.

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- d. To locate specific information—reader do reading activity so that the readers know what they are looking for but they do not know where to find it in the text.
- e. To identify the central idea of theme—reader do reading activity to look for the main ideas rather than individual words and so-called facts.
- f. To develop a detailed and critical understanding.

2. The Nature of Reading Comprehension

Since a text provides the information that the author wants the reader to understand in certain ways, comprehension is certainly a main goal of reading activity. In the terms of reading, the readers not only able to recognize the words, but they must also be able to comprehend the text. According to Klingner (2007, p.2), “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. Thus, reading comprehension requires word recognition – a process in which students identify the words in text; comprehension that is a process in which students construct an understanding from the words in text; while fluency is an achievement in which students coordinate identifying words and making meaning so that reading is automatic and accurate.

Besides, as suggested by Oakhilet al. (2015) in order to get good reading comprehension, readers need to coordinate a range of skills. These include word reading ability, vocabulary knowledge, syntactic skills, memory and discourse level skills such as the ability to make inferences, knowledge about

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text structure and metacognitive skills. It is supported by Wolley (2015), he stated that commonly the reader make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Thus, the reader requires background knowledge, experience, skills, when the reader do reading activity to achieve the main purpose of reading itself, that is, comprehension.

To sum up, it can be concluded that reading comprehension is a process to construct the meaning or an idea from the written form, to make connection between background or prior knowledge and the new information by using some skills (such as syntactic and discourse level), strategies; cognitive processes; and even as reader is reading they also bring some elements (such prior knowledge, experience, motivation, vocabulary mastery, interest, etc.) to interpret the meaning with the reader's need and purpose. It is very clear that reading is not only recognizing the written symbols in a text but also comprehending how to get the ideas of both explicit and implicit messages. In addition, reading comprehension also can be told as level understanding of a person.

Furthermore, Snow (2002) also mentioned that comprehension entails three elements. First, the reader who is doing the comprehension. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of

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knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

Second, the text is to be comprehended. The features of text have a large effect on comprehension. 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. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. Third, the activity in which comprehension is a part. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.

The purposes of reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Moreover, as suggested by Johnson (2008) there are three types of reading comprehension skill.

First, pre-reading comprehension skills are used to preview the structure of the text read and to prepare the students focused on what they will see relating to the knowledge of the readers. Second, during-reading

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comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin in organizing ideas within the structure of the text as students are reading. Last, post-reading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.

3. Teaching Reading Comprehension

Teaching reading is essential part of teaching and learning process. As a teacher, considering the importance of reading skills he/she must consider many things to make students become effective reader. Teachers should guide and give their students a clear instruction in applying reading strategies to build meaning of the text being discussed.

Furthermore, as pointed out by Nunan (2003, pp.74-75) there are 8 principles for teaching reading. First, exploiting the reader's background knowledge. The reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

Second, building a strong vocabulary base. Levine and Reves in Nunan (2003) stress the great need for a teaching program that builds general, basic vocabulary. It means that vocabulary is the importance factor in reading. Third, teaching for comprehension in teaching reading, the teachers monitor their children to verify that the students' prediction about the information they have

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is correct and check that the reader making necessary adjustment when meaning is not obtained.

Fourth, working on increasing reading rate. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus on fluent readers as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension. Fifth, teaching reading strategies. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching the students how to do the strategy should be a prime consideration in the reading classroom.

Sixth, encourage readers to transform strategies into skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. Seventh, building assessment and evaluation into your teaching. In teaching reading, teacher has to provide assessment to develop student's reading comprehension from both a formal and an informal perspective requires time and training. Last, striving for continuous improvement as a reading teacher. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each students discover what works best. Based on the explanation above the writer concludes that teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself.

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The types of reading comprehension can be seen as the crucial part before choosing what kind of activities will be done in teaching reading comprehension. According to Richard and Schmidt (2010) there are four types of reading comprehension which are often distinguished based on the readers' purpose in reading text. First, literal comprehension refers to a reading for understanding, remembering, or recalling the information explicitly contained in a passage. Second, inferential comprehension can be seen as a reading for finding information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

Third, critically evaluated comprehension can be defined as a reading for comparing information in a passage with the reader's own knowledge and values. Fourth, appreciative comprehension refers to a reading for gaining an emotional or other kind of valued response from a passage. Moreover, according to Pang et al., (1986) the students can be instructed in using strategies for improving their comprehension. There are some practical applications for improving reading comprehension. Instruction can improve comprehension by focusing on concepts and the vocabularies used to express them. Comprehension can also be enhanced by building on students' background knowledge.

Besides, teachers can guide students by modelling the actions that they can take to improve comprehension. These actions include asking questions about a text while reading, identifying main ideas and using prior knowledge to make predictions. Teaching a combination of different strategies is better than

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focusing on one. Furthermore, different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of following activities for example: co-operative or class learning, graphic organizers (flow charts, word webs), asking and answering questions, story structure, summarizing, and focusing on vocabulary.

In addition, Klinger (2007, p.5) stated that “there are some instructional components that contribute the most to improved effect sizes in reading comprehension ”as follows: teacher and students questioning, interactive dialogue between teachers and students; students and students, controlling task difficulty and scaffolding instruction, elaboration the steps or strategies and modeling the teacher, small group instruction, and use of the cues to help students remember to use and apply what they learn.

4. Assessing Reading

According to Richards and Schmidt (2010), assessment is a structured approach to collect information and make inferences regarding students’ ability and teaching course quality. In addition, Brown (2003) explained that assessment refers to continuing process that encompasses a much wider domain in which teachers do an assessment of students’ performance whenever a student answers a question, responds to a question and tries out a new structure. It can be said that assessment is a way how teachers evaluate students’ performance.

Moreover, Alderson (2000, p.211) mentioned “Multiple choice questions are a common device for testing students’ text comprehension. They allow

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testers to control the students' thought processes when responding". Questions should focus on main ideas and viewpoints, and supporting details. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of a multiple-choice response, short answers or extended pieces of writing. Multiple-choice form test can be used with large groups and have the advantage of being relatively easy to administer and scored.

Thus, in this research, the writer used multiple-choice test format in consideration of its purpose so that the writer used it in assessing the students' reading comprehension of the second year students as Islamic Senior High School Hasanah Pekanbaru.

5. Students' Reading Comprehension in Analytical Exposition Text

The text used in this research is analytical exposition text. In this research, the analytical exposition text used as a one of the genre texts taught at Islamic Senior High School Hasanah Pekanbaru. As pointed out by Hasibuan and Ansyari (2007), an analytical exposition is a text that is used to argue (or persuade) a case for against a particular point of view. Besides, Hartono (as cited in Kartini and Farikah, 2015) stated that an analytical exposition is a text that has function to persuade the listeners or readers that something is the case. To make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. According to Ariansyah (as cited in Arianti and Tiarina, 2014) analytical exposition text is kind of text that

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requires the students to analyze and indentify the topic, spesific information, and technical vocabulary.

Futhermore, Kartini and Farikah (2015) there are three generic structure of analytical exposition text. First, thesis usually includes a preview argument. It introduces topics and indicates the writer's position. This pre-conclusive paragraph states the writer's point of view about the topic discussed. Writer has shown himself in clear position of the discussed topic.

Second, argument consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion, example, and evidence. Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before. Third, reiteration (restates the position more forcefully in the light of the arguments presented). This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. In the terms of analytical exposition text, the students are demanded to identify the specific information contained in a text.

6. Factors that Influence the Students' Reading Comprehension

In addition, Duke and Pearson (2002) pointed out the there are several factors that affecting the students' reading comprehension. First factor is metacognitive skill/motivation/goal. Reading comprehension is an active process. When an individual sits down to read, he must allocate his attention to the task, know when his attention is wandering, expect to understand and do something when he doesn't (i.e. reread the sentence or paragraph), differentiate

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the important information from the less important, all while he is thinking and reasoning about what he reads. These abilities are referred to as metacognitive skills and are essential to text comprehension.

Motivation also plays an important role in how successful reader is in understanding what he read. Certainly it takes much more effort to sustain reader's attention to something reader lack interest in than when reading something reader truly enjoy. Besides, second factor is vocabulary/word knowledge/background knowledge. Yet vocabulary knowledge is essential for comprehension to take place. Most researchers estimate that a child or an adult must be able to understand around 90 percent of the words in a passage in order to figure out what the other 10 percent of the words mean. And of course, the more familiar the child is with the context, the easier it is for him to guess the meanings of new words.

Third factor is automaticity of decoding. If the reader has decoding problems or if the reader has weak vocabulary skills, he will have more difficulty understanding what he read. If the reader has difficulty understanding what he read, he will avoid reading. If the reader does not read often, he will fail to learn new vocabulary words, and the cycle continues.

Fourth, understanding and using employed strategies by effective readers. Comprehension is a process demanding strategic approaches. Good comprehenders have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending by using basic strategies and by monitoring their own

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understanding. They know how reading works because they have knowledge about how sounds, letters, and printwork (“declarative” knowledge); they know what strategies to use to help them understand (“procedural” knowledge); and they know when to use which strategies (“conditional” knowledge).

Good readers have plans for comprehending, even though these plans can vary for different types of text and different learning tasks. Strategies are moves and actions that readers of all levels engage in all the time while reading almost all materials because they can be consciously controlled by readers, even though they may be applied almost unconsciously during easy reading and/or when readers are skilled in them. A good way to think of these are the basic strategies readers use before, during, and after reading.

Sixth, the type or genre of text. Knowledge of specific expository genre (definition, cause-effect, compare-contrast, problem-solution, persuasion, sequence, information) helps a student know how the information will be organized and how the key words will lead him to important information. For instance, if a student is reading a persuasive article, he knows to look for the arguments for and against the particular issue. If reader understands that compare-contrast paragraphs compare two things, reader can cognitively tick off the similarities and differences that are certain be there. In the case of comparison/contrast text, reader will look for key words such as alike, similar, although, however, yet, and on the other hand. Similarly, if he is reading a cause/effect paragraph, key words and phrases that will direct reader to

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important ideas would include since, because, therefore, effects, results, consequently, so, in order, etc

7. Plus Minus Interesting Strategy

Plus minus interesting (PMI) strategy is a critical thinking tool developed by Edward de Bono. Brunner (2011) suggested that Plus Minus Interesting Strategy is a strategy that facilitates students' analysis of the reading content included expository text. As suggested by Jhonson (2008), comprehension skills should be used with expository text to help students retrieve information and construct meaning. Furthermore, Brunner (2011) explained Plus Minus Interesting strategy helps students focus on more than one perspective and opinion.

As pointed out by Edinburgh et al., (2013) Plus Minus Interesting strategy is an effective reflection tool to allow students to analyze a text. learners list the positives, the minuses and interesting factors. This analyzing tool can be used to evaluate a text or to feed into a debating activity. Lewis and Thompson (2010) suggested that teaching reading comprehension by using Plus Minus Interesting strategy will help students to evaluate and extend understanding about facts, concepts, and thinking processes. It can encourage students to investigate and examine all sides of an issue. One of the strategies can be used by the students in order to ease them to read is Plus Minus Interesting strategy.

As womelli (2013) said Plus Minus Interesting strategy stands for pluses, minuses, and interesting. In addition, this strategy help students to share the

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idea by write down the result from what they have been discussed in Plus Minus Interesting term. In the activity of Plus Minus Interesting, the students need to consider the plus point, the minus point, and the interesting point on the chart of PlusMinus Interesting.

In other words, Plus Minus Interesting chart can help the students to enlarge their opinion about the current issue in many aspects, not only think in one side, but the students become a wise decision maker because Plus Minus Interesting gives them chance to think both negative and positive sides of the issue itself by exploring and discussing the idea that they already got from the issue, so that the students can explore their critical thinking and think clearly also bravely comprehending the text well after considering plus, minus, and interesting point from the statement given by the teacher. Besides, as written in Professional Learning Board site (2017), it clearly explained that Plus Minus Interesting strategy can be used to critically examine texts, analyze the implications or consequences of actions and to stimulate the sharing of thoughts and ideas.

By using the Plus Minus Interesting strategy, students are encouraged to broaden their thinking, consider the topic from different perspectives and take decisions considering the pros and cons of the issue/topic being discussed. In short, this strategy requires the teacher to choose a topic of reading material, while students describe the plus points and minus points of the concept or topic and note what makes it interesting. The language objective of Plus Minus Interesting as Sanpatchayapong (2015) mentioned in her journal are to improve

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students' grammar, to help the students learn how to ask questions, to encourage discussion in English at a classroom.

Based on what Sanpatchayapong wrote on her journal (2015), we can conclude that Plus Minus Interesting is beneficial for improving students' reading comprehension. Plus Minus Interesting strategy is a strategy that used to improve the critical thinking of the students before they read the text, or a book. According to Fisher (2005), Plus Minus Interesting strategy is a strategy that aims to force thinking about any situation before coming to a judgment about it. The process involves listing all the good points, bad points and interesting points about a given idea, object or event. In this strategy, the student can look the problem or an issue from more than one point of view. It means that the students can predict the idea about the text, or book before read it and it can help them understand different kinds of thinking in the terms of comprehending the text.

Furthermore, this strategy can be illustrated by some procedures as follows (Brunner, 2011, p.70):

1. The teacher distributes the reading material and she asks the students to read the reading material.
2. The teacher asks the students to make three vertical columns of equal size on a sheet of paper. They should label the columns "P," "M," and "I."

"P" represents "Plus," or good points within the text or story.

"M" represents "Minus," or points of disagreement.

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3. The teacher asks the students to read the text and make note of information, then they would include within each column.
4. The teacher challenges the students to consider a variety of perspectives.
5. When organizers are complete, the teacher asks the students to share their perspective lists with a partner or with a small group of students.
6. When the sharing is complete, the teacher facilitates a discussion of the material with the whole class.

There are some advantages of Plus Minus Interesting strategy. One of the primary benefit which is proposed by Brunner (2011) is this strategy is good activity to substitute teacher. It may serve as a guide for further study. This strategy can be done individually, with a small group, or with the whole class. As suggested by Pressley in Tanskerley (2003), the goal of teaching students comprehension strategies is to have self-regulated readers who are able to apply a repertoire of reading skills both flexibly and appropriately in each situation they encounter. Thus, it can be told that Plus Minus Interesting strategy is effective strategy for students to analyze the reading content. Besides, it makes the students learning independently in comprehending the passage.

Moreover, Plus Minus Interesting strategy gives many advantages such asit can be done individually; with a small group; or with the whole class, requires moderate advance preparation from the teacher, requires students to consider a variety of perspectives, good activity for a substitute teacher, may serve as a guide for further study, novel method of interacting with text, sets a

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specific purpose for reading, and it very helpful in classroom with students having a wide range of academic ability.

8. Using Plus Minus Interesting in Teaching Reading

Plus minus interesting (PMI) strategy is a creative lateral thinking tool developed by Edward de Bono. The PMI tool can be used to critically examine texts, analyze the implications or consequences of actions and to stimulate the sharing of thoughts and ideas. As written in Professional Learning Board site (2017) using the Plus Minus Interesting strategy, students are encouraged to broaden their thinking, consider the topic from different perspectives and take decisions weighing the pros and cons of the statements of the text. When used as a cooperative strategy, it stimulates brainstorming of ideas and consensus seeking.

Lewis and Thompson (2010) explained in teaching reading, Plus Minus Interesting strategy requires some steps to be done by the teacher. The students are given a sheet in which to record their ideas. The Plus Minus Interesting tool is a paper that has three columns drawn on it, titled “plus, minus and interesting” respectively. Students are instructed to write down the positives, negatives and interesting features or outcomes of the text or action, in the respective columns. They can be given a time frame to brainstorm and write down their ideas, after which a presenter can be chosen from each group, to explain their findings.

When used as a whole class activity, the format can be drawn on the board and students are encouraged to voice out their ideas that are in turn

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written in their respective columns. It can also be used along with the carousel technique to generate maximum ideas. A variation of the tool is the “Keep it, junk it, and put in the cloud method.” In this, the important information is placed under the “keep it” category, the not so important information in the “junk it” category and those that are to be put aside for further introspection in the “cloud” category.

Students can also use a Plus Minus Interesting strategy to review the books read during the year. Plus Minus Interesting strategy can be used as a closure activity for students to write down the takeaway or key points of the lesson. It can also be used as a feedback tool and to evaluate students’ reading performance.

B. Relevant Research

According to Syafi’i (2015), relevant research is reviewing previous researches conducted by the other researcher that has relevancies to the writer’s research. Hence, it is very important to observe a few previous researches in order to have relevancies to the research. Relevant research is presented to provide the empirical support of this research. There are some relevant researches which have relevancy to this research, as follows:

The first research was conducted by Supartinah entitled **“The Use of PMI (Plus Minus Interesting) to Develop Students’ Critical Thinking through Speaking Activities (An Action Research in Acceleration I of SMPN 1 Karanganyar in the Academic year 2008/2009)”**. The design was classroom action research. The research consisted of three cycles, with three meetings in

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every cycle consisting of planning, action, observation and reflection in each cycle. There were two types of data in the research, namely the quantitative and qualitative data which were collected by observation, interview, questionnaire, and tests.

The research was aimed at knowing (1) whether the technique of PMI can develop the students' critical thinking or not; and (2) how far the technique can influence the students' motivation in following the English lesson. In conclusion, her research findings as result of the study showed that Plus Minus Interesting strategy was beneficial to improve the students' critical thinking and improve the students' motivation in joining the lesson. Therefore, Plus Minus Interesting strategy is very potential to be applied in speaking class. This research is relevant to the researcher's project because similar strategy that is used in her study is related to the strategy in this research. Meanwhile, the difference is located in the variable Y. The writer specifies the research about students' comprehension in reading analytical exposition text.

The second research was conducted by Maria Gina Veranda entitled "**Teaching Reading Comprehension on Analytical Exposition Text by Using MULTIPASS Strategy**". The design of this research was pre-experimental research. The tool of the data collecting was multiple choice tests. The result showed that the mean score of students' pre-test of experimental group was 59.19 while the post-test was 80.72. The different score between pre-test and post-test was 21.53.



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Moreover, the result of effect size was 1.06 (categorized as “strong effect” refers to the criteria of effect size table). The calculation of the t-test shows that the t-ratio was higher than the t-value ($9.08 > 2.03$ at 5%). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. In conclusion, there was a significance difference of the students’ mean score in reading comprehension on analytical exposition text between pre-test and post-test after the treatment.

Furthermore, as the result of the study, it can be conclude that, multipass strategy is effective to improve students reading comprehension on analytical exposition texts. Here this research is relevant to the researcher’s project because Maria’s research has similar y variable, that is, reading comprehension of analytical exposition text. Meanwhile, her research is different from this research in the terms of x variable. The writer used Plus Minus Interesting strategy to give effect toward students’ reading comprehension of analytical exposition text at the second year students of Islamic Senior High School Hasanah Pekanbaru.

C. Operational Concept

As pointed out by Syafi'i (2015, p.103) “an operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper”. This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. This research is designed into two variables; independent and dependent. The independent variable is the use of Plus Minus

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Interesting strategy, symbolized by X while the dependent variable is reading comprehension in analytical exposition text, symbolized by Y.

The Plus Minus Interesting strategy as the independent variable (X) has some operational concepts. It can be illustrated by some procedures as follows (Brunner, 2011, p.70):

1. Teacher distributes the text and she asks students to read the reading text.
2. The teacher asks students to make three vertical columns of equal size on a sheet of paper. They should label the columns “P,” “M,” and “I.”
 - “P” represents “Plus,” or good points within the text or story.
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 - “I” represents “Interesting” information.
3. The teacher asks students to re-read the text and make note of information they would include within each column.
4. The teacher challenges students to consider a variety of perspectives.
5. When organizers are complete, the teacher asks students to share their perspective lists with a partner or with a small group of students.
6. When the sharing is complete, the teacher facilitates a discussion of the material with the whole class.

Reading comprehension in analytical exposition text as the dependent variable (Y) has some indicators. Based on syllabus of second year students at Islamic Senior High School Hasanah Pekanbaru, the indicators are:

1. The students can identify the topic of analytical exposition text.
2. The students can identify the factual information of analytical exposition.
3. The students can identify the meaning of words in analytical exposition text.

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4. The students can identify the generic structure of analytical exposition text.
5. The students can identify social function of analytical exposition text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students who are taught by using Plus Minus Interesting strategy will achieve better reading comprehension than those who are not taught by using Plus Minus Interesting strategy. The better Plus Minus Interesting strategy is applied, the better students' reading comprehension in analytical exposition text will be.

2. Hypothesis

H_{01} : There is no significant difference on students' reading comprehension in analytical exposition text taught by using and without using the Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.

H_{a1} : There is a significant difference on students' reading comprehension in analytical exposition text taught by using and without using the Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.

H_{02} : There is no significant effect of using the Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text at Islamic Senior High School Hasanah Pekanbaru.

H_{a2}: There is a significant effect of using the Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text at Islamic Senior High School Hasanah Pekanbaru.

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