CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Theoretical Framework**

1. **Nature of Reading**

Reading is one of the most important skills in learning language. As one of the English basic skills, reading is communication process requiring a series of skills. Regarding Geoffrey Broughton, (1980, p. 89) "Reading is a complex skill that is to say that it involves a whole series of lesser skills". Reading is also an essential skill for learners of English as a second language. For most of the learners, it is the most important skill to master not only in learning English but also in any content of the class where reading is English is required.

According to Judi Moreillon, (2007, p. 10) "Reading is making meaning from print and from visual information." It means that, to get the knowledge requires the reader to identify the printed words and sentences. The reader will be successful in reading if they can identify the meaning of words and sentences in which the sentences will obtain information. Moreover, there are many possibilities that reader can use to read such book or browse on the internet to find the article or journal, thesis format print media and visual media. These possibilities will give much information in several countries in the world.

Reading also needs more attention in order to give the reader a good interaction with the text to fully comprehension. If the text can be

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understood by the reader, the readers are able to draw conclusions from the text. Moreover, in reading, movement eyes are very important to see every word in text. It means that the reader should interact with the text and comprehends word by word and arrange the words into sentences so that the meaning is achieved. Regarding Kalayo and Fauzan, (2007, p. 114) "reading is an interactive process that goes on between the reader and the text, resulting in comprehension". In reading, the reader needs to know how to get the most important information from the written text. Here, the readers needs their brains to proceed the words in the text in order to generate an understanding of the text read.

2. **The Nature of Reading Comprehension**

Reading is a process to connect between the readers' knowledge and the text in order to get the real meaning from the text and also to understand its content. In many second or foreign language teaching situations, reading receives a special focus. According to Richards (2002) there are two reasons to support, the first, many foreign language students recognize that reading is one of their most important goals. The goals are like information and pleasure. The second, reading texts provide good models for writing and provide opportunities to introduce new topic, to stimulate discussion and to study language.

Then, Sadoski (2004) also says that comprehension is to understand something, to get its meaning. "Reading comprehension for adolescents is strongly influenced by the content of the texts being read" (Anderson & Pearson, Hirsch, 2006). Students who have extensive

knowledge of the topic they are reading about typically comprehend the material more efficiently than students who have less knowledge in that domain, Torgessen (2009, p. 8). "Concerning this, it can be seen that comprehension is very important in reading".

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reading should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. Kligner, Vaughn, and Boardman (2007) state reading comprehension involves much more than reader's responses to text. They also said, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text. Regarding Nunan (1999) the goal of reading is comprehension. Further, Transkerley (2003) states that comprehension is the center of reading. Based on these experts' opinions, it is clear enough that reading comprehension is very complex and it has important role in reading.

In conclusion, the researcher concludes that when readers read, they will make a connection between their background knowledge and the new information from the text. In this case, there is interaction between readers and text that they read. When the readers are reading, they make a prediction and conclude the information that comes from the text. Before

they conclude the information that comes from the text, they filter the information against their background knowledge and try to make a sense or understand about text.

3. Purpose of Reading Comprehension

Reading is an activity with a purpose that requires comprehension. According to Douglas Brown, (1994, p. 297) "Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies". The purpose of the reading is not only when the reader comprehends the text but also when the reader knows strategy or technique that is suitable for comprehending the text. In relation to the statement above, Kalayo & Fauzan, (2007, p. 114) state that "the purpose of reading also determines the appropriate approach to reading comprehension". A person may read in order to gain information or improve knowledge or critique writing styles of the writer. In daily life, a person may also read for entertainments or joyfulness. Commonly, the purposes of reading are classified as follows: getting information of the text, getting specific information from the text, and reading for pleasure. The purpose of reading is to guide the readers in selecting the texts, so that the reader will find the meaning of the text.

Regarding Grebe and Stoller, (2002) there are seven purposes of reading:

a. Reading to search for simple information

b. Reading to skim quickly

c. Reading to learn from text

d. Reading to integrate information

e. Reading to write (or search for information needed for writing)

f. Reading to critique texts

g. Reading for general comprehension

4. Teaching Reading Comprehension

In teaching learning process, teaching reading is very important. The important point in comprehending text is related to the goal. It means that, teaching reading needs skill not only for the students but also for the teacher. If the teacher can teach the students well, the students will get better understanding. It is why teaching reading is a crucial thing to be applied not only in elementary school but also in junior and senior high school. This statement is related to Harmer, (1998, p. 68) "reading is useful for other purpose too: any exposure in English providing students to understand it more or less as a good thing for language students." Therefore, the teachers have an important role in teaching and learning process. In addition teacher is also required to provide an understanding of the material that will be taught to the students especially in reading.

According to Cathy, there are three types of comprehension processes taught:

a. Literal comprehension is defined to take the details of the text and recognize the author's purpose. Here, Students must have a clear understanding of the material, as presented by the author.

b. Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts.

c. A step beyond inferential comprehension is meta cognition. Meta cognition involves thinking about one's own thinking or controlling one's learning and the process will help the students to eliminate road blocks that interrupt comprehension and to refresh on what they have learned and what they want to learn next.

5. Types of Reading

Brown also says that, there are two types of reading:

a. Oral

For beginning and intermediate levels, teacher should have reason to ask the students to read orally. For this level, oral reading is an evaluation to check on bottom-up processing skill for the students, to check their pronunciation, and to add some extra students' participation if the teacher wants to highlight a certain short segment of a reading passage.

For advance levels, oral reading can be gained usually only to add some extra students' participation if the teacher wants to highlight a certain short segment of a reading passage.

b. Silent

Silent reading is divided into two categories, that are intensive and extensive reading:

1) Intensive

Intensive reading is the activity that focuses on the linguistic or semantic details of a passage and students' attention to grammatical forms, discourse makers, and other surface structure

details for the purpose of understanding literal meaning, implications, and rhetorical relationship.

2) Extensive

Douglas Brown, (1994) Extensive reading is a process to carry out the achievement of a general understanding of a text. In extensive reading, sometimes involves skimming and scanning as strategies for gaining the general sense of a text.

6. Assessing Reading Comprehension

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003) the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the State Senior High School students. They are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. **Editing Tasks**

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. **Picture-Cued Tasks**

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. **Gap-Filling Tasks (Fill in the Blank)**

In this type, the students are required to complete the sentence by filling the blank.

In this research, the researcher focused on using multiple-choice in consideration of its purpose is to make it easier to be administered and can be scored quickly, so that the researcher used it in assessing the students' reading comprehension of the second year students at State Senior High School 7 Pekanbaru.

Additionally, Brown (2003) also stated that there are two skills representing the objectives of an assessment in assessing students' reading comprehension. They are micro and macro skills.

Micro Skills

a. Discriminate among the distinctive graphemes and orthographic English patterns.

b. Retain the language chunking of different lengths in short-term memory.

c. Process writing at an efficient rate of speed for suiting the purposes.

d. Recognize a core of words and interpreting the word order patterns and their significance.

e. Recognize the grammatical word classes (nouns, verbs and etcetera), systems (tenses, agreements, pluralizations), patterns rules and elliptical forms.

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

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

Macro Skills

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

b. Recognize the communicative functions of written texts in terms of forms and purposes.

c. Infer the context that is not precisely by using background knowledge.

d. Infer the links and connection between events, concluding the cause and effect and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

e. Distinguish between the literal and implied meaning.

f. Detect culturally specific references and interpreting them in a context of the appropriate cultural schemata.

g. Develop and use reading strategies, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of texts.

Regarding the explanations above, it can be concluded that those skills as the crucial guidance for the teachers for knowing their students' ability. The teachers will be handily guiding to identify what types or levels of our students' need to be assessed in term of reading comprehension.

7. **The Nature of Analytical Exposition Text**

There are various kinds of text learned by students. One of them is analytical text. Glenda Raison, (2004, p. 129) "an exposition is the critical evaluation of ideas involving argument, persuasion, or debate". It can be concluded that an anlytical exposition is a types of spoken or written text that is intended to persuade the listeners or readers that something is the case.

The purpose of analytical exposition is to develop ideas and supporting details in order to present a logical argument from a particular point of view. Glenda raison, et al also stated that the propose of exposition is to persuade or convince others. Then, logical reasoning is the focus of expositions. From the statements above, researcher can see that analytical exposition gives some arguments as the fundamental reasons why something in case makes the persuasion stronger and to guide the reader thinks logically.

Exposition may be written to persuade readers to agree with the researcher's particular point of view or thesis, to compare and contrast topics and develop a case that will persuade the readers that the researcher's premise is correct, in analyzing a topic, presenting all point of view and stating the logical conclusion or expecting that the reader will form a logical conclusion (based on the information provided by the researcher). Glenda raison. et al also stated expositions may be in the form of essays, letters, policies, advertisements and critical reviews. This type of text can also be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Moreover, analytical expositions are popular among science, academic community and educated people. From the organizational structure of exposition text, researcher can conclude that analytical exposition is used to analyze about the case logically by considering some arguments stated in the text. The generic structures of analytical exposition are: thesis, arguments, and reiteration or conclusion.

Thesis   : In this section, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.

Arguments : The topic discussed by the author is a very important topic or need attention. In this section the author presents the arguments or the opinions that support the idea of the author. Usually in a text, analytical exposition have more

than two arguments. The more arguments appear, the more confident the reader.

Reiteration : This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

The example of Analytical Exposition Text:

	Is Smoking Good for Us?
Thesis	Before we are going to smoke, it is better to look at the facts. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.
Argument 1	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two or half times more likely to die of heart disease than non smokers.
Argument 2	Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as he had smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and everybody else.

8. **The Nature of Pair Questions and Answers Strategy**

A Pair Questions and Answers is a strategy that helps students to determine the main ideas in a section of text. Students may confuse bits of

information included to support or enliven the text with main points. Pair Questions and Answers will help students focus on main ideas. Pair Questions and Answers is an activity to help students figure out the main idea of what students are reading. This strategy will give a plan to use when reading their textbooks. Practical strategies for teaching students to comprehend the materials they read, including textbooks, primary and secondary sources, and newspapers and magazines. Donna Ogle, et. al (2007) give example how to pair questions and answers strategy as follows:

Figure 6.7
Graphic Organizer for Pair Questions and Answers

Pair Questions and Answers

Partner 1: _____ Partner 2: _____

Title of Section: _____

Heading as a Question	
Who?	
When?	
Where?	
What?	
Why?	
Main Idea	

To make more clearly, there are some procedures of Pair Questions and Answers Strategy:

1. Teacher explains the students about the history of people and events that create changes.

2. Teacher passes out copies of the Pair Questions and Answers graphic and the text page.

3. First, the student rewrites the heading of the text page and explain, his/ her partner will read the text to him/ her.

4. When one of the students begins reading, the other ones answer of the five questions as he/ she can.

5. The student changes places with his/ her partner. Then, his/ her partner will reread the same text and his/ her partner will add more notes to the transparency.

6. Teacher demonstrates for the students, by thinking aloud, how you determine the main idea. Focus on the actions of the colonists.

7. Finally, teacher rewrites the next heading of the text and tell students they will now practice the strategy.

B. Relevant Research

According to Syafi'i, (2011) a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches concerning reading comprehension:

1. A research was conducted by Fitri Wilmi (2011), entitled, "The Effect of Using Question Answer Relationships (QAR) Strategy Toward Reading Comprehension at the Second Year Students of SMPTN 1 Kampar Kiri Hulu of Kampar Regency". The data of this research were based on the percentage of the observation list from the total percentage of using QAR strategy (82.5%). This research used two classes. And she found that the mean score of both classes were different. The mean score of result post-test in experimental class was 69.06 and control class was 55.73. It can be stated that using QAR strategy had positive effect in improving students' reading comprehension. It was proved by the different score in expertmental class and control class 13.33. In short, using Question Answer Relationship (QAR) strategy could improve students' reading comprehension. In her research, she used Question Answer Relationship (QAR) strategy as a variable X. The concept of this strategy was similar to Metaphorical Expression Strategy. It was dealing with Carr, Dewitz and Patberg as quoted by Buettner (2011:12), Question Answer Relationship (QAR) strategy developed by Raphael is conceptually similar to Metaphorical Expression Strategy. Hence, the researcher used this research as a relevant.

2. Tatiana Prokofyeva (2011). In her research, she focused on the effect of Using Strategic of Question-Answer Pair on Russian Students' Reading Comprehension Achievement. they found that the mean score of students' reading comprehension achievement in experimental group which was taught by using Strategic of Question-Answer Pair that the post-test score was higher than the pre-test score. There was positive improvement from

pre-test and post-test in experimental group. The mean score of students' reading comprehension achievement, there was significant difference in reading comprehension achievement between the students who were taught by using Strategic of Question-Answer Pair and those who were not.

C. The Operational Concept

Operational concept is a concept used as a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. Pair Questions and Answers Strategy is an independent variable(X) and reading comprehension is a dependent variable(Y).

a. The procedures of Pair Questions and Answers Strategy (variable X) are seen as follows (Donna Ogle, 2007) :

1. Teacher explains the students about the history of people and events that create changes.

2. Teacher passes out copies of the Pair Questions and Answers graphic and the text page.

3. First, the student rewrites the heading of the text page and explain, his/ her partner will read the text to him/ her.

4. When one of the students begins reading, the other ones answer of the five questions as he/ she can.

5. The student changes places with his/ her partner. Then, his/ her partner will reread the same text and his/ her partner will add more notes to the transparency.

6. Teacher demonstrates for the students, by thinking aloud, how you determine the main idea. Focus on the actions of the colonists.

7. Finally, teacher rewrites the next heading of the text and tells students they will now practice the strategy.

b. The indicators of reading comprehension of analytical exposition text (Variable Y), based on the syllabus of the second year students at State Senior High School 7 Pekanbaru can be seen as follows:

1. The students' ability to identify the main idea in reading text.

2. The students' ability to identify the meaning vocabulary in reading text.

3. The students' ability to identify the generic structure in reading text.

4. The students' ability to identify the communicative purpose in reading text.

5. The students' ability to identify the language features which are stated in the reading text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the better strategy of Pair Questions and Answers on analytical exposition texts is the better the students' comprehension will be.

2. The Hypothesis

H_{o1}: There was no significant difference of students' reading comprehension of analytical exposition texts between taught by using Pair Questions and Answers Strategy and taught without using Pair

Questions and Answers Strategy of the second year students at State Senior High School 7 Pekanbaru.

H_{a1}: There was a significant difference of students' reading comprehension of analytical exposition texts between taught by using Pair Questions and Answers Strategy and taught without using Pair Questions and Answers Strategy of the second year students at State Senior High School 7 Pekanbaru.

H_{o2}: There was no significant effect of students' reading comprehension of analytical exposition texts taught by using Pair Questions and Answers Strategy of the second year students at State Senior High School 7 Pekanbaru.

H_{a2}: There was a significant effect of students' reading comprehension of analytical exposition texts taught by using Pair Questions and Answers Strategy of the second year students at State Senior High School 7 Pekanbaru.