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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Reading

a. Definition of Reading

Reading is one of the subjects to get information and knowledge about everything readers need from written form. Then, reading is very important and it is one of the four language skills that should be mastered by student for all levels. Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity (Fiprinita, 2013, p.2).

According to Aisyah (2016), Reading is not a passive but rather an active process involving the reader in ongoing interaction with the text. The process is what we mean by reading proper: the interaction between the reader and the text. Besides, Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In addition, reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain (Brassel, et al, 2008, p.15).

Based on the definition above, the writer can conclude that reading is the process to get, to understand, to catch the content of the reading. In reading, the reader must have a good interaction with the text in order to

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get the meaning of the text. In addition, reading is a process between the readers and the text. By reading, the readers will get knowledge and information from the text they have read.

b. Kinds of Reading

According to Fiprinita(2013), there are two kinds of reading:

1) Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. The purpose of extensive reading is for pleasure and information. In this type of extensive reading, typically the teacher prepares the students for the reading with pre – reading activities such as predicting the content, often followed by comprehension questions, discussion and maybe some language work or other activities.

2) Intensive reading

Intensive reading means that the readers take a text, study it line by line and refer at very moment to the dictionary about the grammar of the text itself. Furthermore, in intensive reading, students have to find difficult words while they are reading.

Besides, every reader has different ways to read a piece of text. The differences depend on the time available and also the purpose of reading itself by the reader. There are the main ways how we read:

a. Skimming

Skimming is the process of speedy reading for general meaning. Skimming is another type of fast reading. you might use skimming to look through a text quickly to get the general idea.

b. Scanning

According to Knight (2005), scanning is reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything. Scanning is a reading technique that you will use frequently.

c. **The Types of Reading**

There are four types of reading:

1) Perceptive

Perceptive reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbols

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books (Brown, 2003, p.189).

Based on the explanation above, the researcher concludes that reading is a process to get, to understand, to catch the content of the reading. By reading, the readers will get knowledge and information from the text. And the researcher chose the interactive reading because interactive reading is suitable in teaching reading in senior high school. Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. The student brings to the text a set of schemata for understanding the text.

d. Teaching Reading

Reading is one of the subjects to get information and knowledge about everything readers need from written form. And reading is very important. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for very first time. Second, aspects of teaching reading refer to teaching learners who already have reading skills in their first language. In teaching reading the teacher has the principles of the teaching reading, such as:

- 1) Exploit the reader's background knowledge
A reader's background knowledge can influence reading comprehension.
- 2) Build a strong vocabulary base
Build a strong vocabulary is very important to successful reading.
- 3) Teach for comprehension

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Monitoring comprehension is essential to successful reading.

4) Work on increasing reading rate

One focus here is to teach readers to reduce their dependence on a dictionary. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

5) Teach reading strategies

Strategies are the tools for active, self directed involvement that is necessary for developing communicative ability.

6) 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.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skill from both a formal and an informal perspective requires time and training.

8) Strive for continuous improvement as a reading teacher

Reading teacher needs to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best (Nunan, 2003, p.74).

Based on the definition above, the researcher can conclude that teaching reading is very important and more efficient when the teacher has



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known how to give the best strategies to his students in teaching and learning process. So, the teacher has to implement principles of teaching reading to the students in order to understand and comprehend the text.

2.The Reading Comprehension

a. Definition of the Reading Comprehension

Vaughn (2004) states Comprehension is the active process of constructing meaning from text, it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. It means that comprehension is active and constructive process in the ultimate understanding of the text.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in text, understanding of text types)(Klingner, 2007, p.8).

Reading comprehension is the construction of the meaning of a written communication through a reciprocal (Brassel, 2008, p.16). In addition,Woolley, (2011) stated that reading comprehension is of the process of making meaning from text. The goal, therefore, is to gain an

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overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the explanation above, the researcher concludes that reading comprehension is ability of the reader to comprehend the text. When a reader is actively engaged with a text, reader must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In addition, reading comprehension is ability to know or grasp ideas with the mind.

b. Levels of Comprehension

According to westwood (2001), Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

1) Literal level

At the literal level the basic facts are understood. For example, knowing that the lady's name is miss catherina; she lives in an apartment on the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2) Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, miss catherina believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It

can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by miss catherina's complaints.

3) Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when miss catherina's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit miss catherina and it is not a good solution.

4) Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader comes to original thinking. For example, the reader comes to understand that landlord should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with miss catherina's problem or might write a short story

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indicating what happens next time miss catherina is disturbed by her neighbours (Westwood, 2001, p.21).

c. Aspects of the Reading Comprehension

When reading the text, students need to know the aspects of reading comprehension, they are as follows:

1. Main idea

Main idea is called the topic sentence. The main idea of a paragraph is what the authors want you know about the topic. It is the broad, important idea that the writer develops throughout the paragraph (Fiprinita, 2013, p.69).

2. Specific Information

Fiprinita (2013) states that Facts and ideas prove or explain the main idea. While all the details in a paragraph do support the main idea, not all details are equally important. Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

Brown, et al(1983) state that reference is treated as an action on the part of the speaker or writer. Reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

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4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference. In other words, the readers can make conclusion after reading the text. According to Brown et al(1983), like the hearer, has no direct access to a speaker's intended meaning in producing an utterance he often has to rely on a process of inference to arrive at are interpretation for utterances/ for the connections between utterances.

5. Vocabulary

Stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce ut terance for reading. One essential component of speed and automaticity in reading is an extensive vocabulary of words recognised instantly by sight (westwood, 2001, p.8).

Based on the explanation above, researcher concludes that reading comprehension is ability of the reader to comprehend the text. When a reader is actively engaged with a text, reader must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

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2. Hortatory Exposition Text

Hortatory exposition text is designed to persuade people to do. Hortatory means that the function of the text is to persuade the reader to do what the Thesis recommends. In general, hortatory texts are either spoken or if written, exhibit a number of the characteristics of spoken English. The communicative goal of hortatory exposition text is to influence the reader that something that should be discussed so or not so. (Robertson, 2006, p.297).

Hortatory exposition texts are used to express your opinion to others. They contain problems, your opinion about the problem and supporting ideas for your opinions. They end with a recommendation (Sudarwati, et al, 2015, p.163)

Hortatory exposition text consists of certain structure. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Here are the text structures of hortatory text.

a. Thesis

Introduction contains the main idea of the author

b. Arguments

Contains the opinion that supports the main idea of the author

c. Recommendation

Contains the inviting or the solution given the author of the idea.

Hortatory exposition text has the language features, such as:

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- a. Using simple present tense
- b. Using temporal connectives; firstly, secondly, etc.
- c. Compound sentences
- d. Complex sentences
- e. Modal adverbs : should, ought to
- f. Subjective opinion using pronouns : I and We

3. Highlighting Strategy**a. Definition of Highlighting Strategy**

Highlighting is a strategy that assists students in identifying main ideas or key concepts along with supporting detail. The goal is to help students target and condense information, and improve their reading comprehension. This strategy limits the amount of text that students must attend to in order to understand the basic idea in a block of text. Highlighting can also be an efficient tool for reviewing text. This strategy is also highly versatile and can be modified to fit specific instructional goals (Pugalee, 2015,p.84).

Highlighting is most useful for the learners. It not only involves placing emphasis on what the learners should pay attention to at any particular moment in the course, but it also encompasses the notion that the course cannot and should not cover any and everything involving a particular subject. Highlighting is a practical strategy for decreasing learners' inabilities to comprehend information. This strategy also

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increases learners' potentials for being successful at retaining and employing the information covered in the course. The highlighting strategy makes it more realistic for learners to obtain mastery in course content (Vu, phu, et al. 2016,p.321). Dellosa (2015) states that highlighting is a strategy that will help you remember what you read. While you read, look for words or phrases that will help you remember details.

b. The Purpose of Highlighting Strategy

The purpose of highlighting is to identify main ideas and supporting details. One way to test for successful highlighting is to read through highlighted passages to determine whether the main ideas have been identified. Students accomplish this task by determining whether they have answered the questions asked in the textbook or answered the questions generated from the headings in the text. Sometimes they find that it is necessary to highlight more information. Highlighting must be a selective process (Dembo,et al, 2016,p.205).

Students receive guided practice in identifying the main ideas and details using a highlighting strategy. Teacher models highlighting as part of a summarization routine, help students understand how to delete redundant or unimportant information, select and highlight a main idea or topic sentence if one is present, and invent a superordinate label or topic sentence that subsumes exemplars if the main idea is omitted from the text. The purpose and value of the highlighting strategy are explicitly

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taught to help students transfer the strategy when they study for tests or to identify and summarize the main ideas and details in other content area materials (Troia, 2009,p.143).

Based on the explanation above, the researcher can conclude that highlighting strategy is one of strategies that can be used by the teacher to help students organize what they have read by selecting what is important information from the text. This is a good strategy to make students easy in understanding and increasing comprehension in reading. This strategy make students remember where the important information in the text is.

c. The Procedure of Highlighting Strategy

There are some procedures of highlighting strategy, Hedgcock and Ferris (in Noviarni, 2014:5) state that, the steps of highlighting are as follows:

- a. The teacher explains that highlighting is useful for identifying the most important ideas in a section of text.
- b. Students, working individually, are then asked to highlight paragraph.

According to Pugalee, how to implement the highlighting strategy:

- 1) Selects a text or block of text that contains one or more key ideas.
- 2) Identify the focus of the highlighting such as the main idea(s), key words and supporting ideas, definitions, or concepts and examples.
- 3) Tell the students you are going to model for them a strategy that will help them process the information in a text selection and pare it down

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into a smaller, more manageable amount of text that “highlights” the main idea(s), key words and supporting details, etc.

- 4) Provide each students with a copy of the text and have them read the appropriate portion.
- 5) Project an image of the document so all the students can see the text.
- 6) Make your thinking visible to the students by using “self talk” to process information in the text that aligns with the focus you selected for the passage.
- 7) Model for the students how to “highlight” the key information by highlighting the one word or brief phrase that aligns with the focus.
- 8) Have students turn to a peer to discuss what was highlighted and why it was highlighted.
- 9) Continue to model the “thinking” and “highlighting” for the students to assist them in developing their understanding of the purpose and usefulness of “highlighting” to pare down information.
- 10) Review the highlighted material and summarize, orally or in writing, the information using the key words and phrases that you lighted.
- 11) Engage students in dialogue about what they noticed while you modeled the strategy.
- 12) Emphasize to the students that “highlighting” helped you focus on the major ideas or key vocabulary or concepts and supporting evidence by comparing the amount of text highlighted with the amount not highlighted.

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13) Provide time for the students to practice the strategy with the next section of the text another peer or small group.

14) Provide multiple opportunities for the students to practice the strategy throughout the year.

From the procedures above, the researcher used the procedures from Pugalee, (S²TEM Centers SC, 2012, p.1)

1. Selects a text or block of text that contains one or more key ideas.
2. Identify the focus of the highlighting such as the main idea(s), key words and supporting ideas, definitions, or concepts and examples.
3. Tell the students you are going to model for them a strategy that will help them process the information in a text selection and pare it down into a smaller, more manageable amount of text that “highlights” the main idea(s), key words and supporting details, etc.
4. Provides each student with a copy of the text and they have to read the appropriate portion.
5. Model for the students how to “highlight” the key information by highlighting the one word or brief phrase that aligns with the focus.
6. Have students turn to a peer to discuss what was highlighted and why it was highlighted.
7. Review the highlighted material and summarize, orally or in writing, the information using the key words and phrases that you lighted.
8. Provide time for the students to practice the strategy with the next section of the text another peer or small group.

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B. Relevant Research

The relevant research is presented to give the empirical support to this research. Empirical support means that the variables in this research are not something new and invented. There are some relevant researches related to this present research:

1. A research from Syaidatul Amira(2016):

Her research was entitled “The Effect of Using Highlight, Underlines, Gloss (HUG) Strategy on Students’ Reading Comprehension of Report Text at State Senior High School 02 Rupert.” type of the research was Pre – Experiment. The population of this research was 37 students. The researcher used cluster random sampling as the technique sampling of the research. The sample class was XI IPA as experimental class. In this research, the writer used a pretest and posttest to collect data. Then, writer used the formula of paired sample t – test by using SPSS 16 for data analyzing. After analyzing the data by using SPSS computer program, it was found that $t_{obtained}$ was 10.861, which was greater than t_{table} at 5% (2.12) and 1% (2.92)) level of significance. It can be concluded that $2.12 < 10.861 > 2.92$. It means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

2. A research from Rodhiatul Abadiyah (2012) :

Her research was entitled “The effect of using Selective Underlining Strategy toward Students’ Reading Comprehension in Narrative Text of the Second Year Student at SMAN 1 Kampar Kiri

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Hulu”. This research was conducted by using quasi – experiment by giving the treatment to experimental group. The population of this research was grade XI IPA, the second semester students of SMAN 1 Kampar Kiri Hulu in which the total number of the students was 61 students and divided into 3 classes. The sample was gained by instrument test. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there was a significant Effect of using Selective Underlining strategy on students’ Reading Comprehension of narrative text at the Second Year of SMAN 1 Kampar Kiri Hulu, where Null Hypothesis (H_0) is rejected, and alternative Hypothesis (H_a) is accepted. It can be concluded there was a significant effect of using selective underlining strategy on students’ reading comprehension at the second year of SMAN 1 Kampar Kiri Hulu.

Based on the research, the research above is different from this research. The first, the researcher used Highlight, Underlines, Gloss (HUG) strategy on students reading comprehension of report text to indicate the effect on students’ reading comprehension. The second, the researcher used Selective Underlining strategy toward student’s Reading Comprehension of Narrative Text to indicate the effect on students’ reading comprehension. But, In this present research, the researcher used highlighting strategy on students’ reading comprehension of hortatory exposition text and the researcher focused on highlighting strategy to indicate the effect on students’ reading comprehension. So, there are

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similarities between highlighting and underlining such as finding the main idea and supporting detail. The difference is located on the name of the strategy.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study. It should be interpreted into particular words in order to make it easy to measure. According to Syafi'i, the shift of words used – in theoretical concepts to the more operational and empirical or applicable words are called “operational concepts”. All related theoretical frameworks can be operated in the operational concept. There are two variables, dependent variable and independent variable. Independent variable (X) is the use of highlighting strategy and dependent variable (Y) is the students' reading comprehension of hortatory exposition text (M. Syafi'i, 2015, p.103).

To measure each variable the writer identified them in some indicators as follows:

1. The indicator of Highlighting Strategy as the independent variable (X) has some operational concepts. It can be illustrated by some procedures as follows (Pugalee, 2012):
 - a. The teacher selects a text that contains one or more key ideas.

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- b. The teacher asks students to identify the focus of the highlighting such as main ideas, key words and supporting details, definition or concepts and examples.
 - c. The teacher tells the students you are going to model for them a highlighting strategy that will help them process the information.
 - d. The teacher provides each student with a copy of the text and they have to read the appropriate portion.
 - e. The teacher gives model to the students how to highlight the key information by highlighting the one word or brief phrase that aligns with the focus.
 - f. The teacher asks students to turn to a peer to discuss what was highlighted and why it was highlighted.
 - g. The teacher asks students to review the highlighted material and summarize, orally or in writing, the information using key words and phrases that you lighted.
 - h. The teacher provides time for the students to practice the strategy with the next section of the text another peer or small group.
2. The indicator of Reading Comprehension of hortatory exposition text as the dependent variable (Y) that has some indicators. The indicators of hortatory exposition text can be seen as follows:
 - a. The students are able to identify main idea of hortatory exposition text.
 - b. The students are able to identify generic structure of hortatory exposition text.

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- c. The students are able to use language features of hortatory exposition text.
- d. The students are able to identify supporting detail of hortatory exposition text.
- e. The students are able to identify reference of hortatory exposition text.

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

In this research, the researcher assumed that the students who are taught by using highlighting strategy will have better reading comprehension achievement. Furthermore, the better implementations of highlighting strategy in reading subject, the better students' reading comprehension.

2. Hypothesis

Based on the assumption above, the researcher can formulate hypothesis as follows:

- a. H_a : There is a significant effect of students' reading comprehension taught by using highlighting strategy at the second year of State Senior High School 1 Tapung.
- b. H_0 : There is no significant effect of students' reading comprehension taught by using highlighting strategy at the second year of State Senior High School 1 Tapung.