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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the important skills in English besides others skills such as writing, speaking, and listening. It is also the most important one that should be mastered by the students if they want to understand the text. According to Hasibuan and Fauzan (2007:114-115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It means that reading ability is the ability of a person to understand the texts, comprehend the texts and integrate text information with his own knowledge.

In addition, Hasibuan and Fauzan also stated that reading is an activity with a purpose. It means that the purpose of the reading is not only when the reader can comprehend the reading text but also the reader can know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Duffy (2009:10) also said that reading is language, and language is made up of words, and words reflect experiences. Furthermore, Judi Moreilon (2007:10) argued that reading is making meaning from print to visual information, it is an active process that requires a great deal of practice and skill. It means that learners must be able to decode the printed words and comprehend what they read to get the language.

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Based on the explanation above, the researcher concludes that reading is a crucial part in learning process. Reading is not only the process in which the reader reads the words, sentences or the texts but also the reader can comprehend or understand about the words, sentences or texts that they read. By reading, the reader can get many advantages. Because reading will open our minds and it enables us to gain new information or knowledge in our daily life, such as reading magazine, newspaper, and others. By reading, the reader will know what they read and challenge to respond the ideas of the author. In order to make the messages or information that come from the author can be understood and comprehended easily by the reader if he has a good skill in reading.

2. Reading comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. It is supported by Tanskerley (2003: 90) that comprehension is the center of reading. According to Sylvia (2007:114), reading comprehension is “sense making.”

According to Rogers (2013: 7), comprehension is a process where reader constructs meaning from written text based on their prior knowledge and experiences to form their own individual meaning of the text. And it is also supported by Tanskerley (2003: 90) that the most

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important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interprets it with the reader's need and purpose. Because good reader is the reader that has ability to pronounce all of the words, retell what happened, and answer questions posed by teacher or test from the material or text that is read by the reader. So, if someone wants to get the aim of reading, she or he has to understand what they read, and integrate text information with their own knowledge because that the purpose of reading is comprehension.

The goal of teaching reading is to make the readers able to get the ideas, the information and to comprehend the text they read. It means if the readers read the text, they will be able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. It is an essential part of the reading process. It is supported by Hasibuan and Fauzan (2007:113) that reading practice thus becomes essential parts of language teaching at every level.

If reading came naturally, teaching reading would be a much easier job. Students would learn to read as readily as they learn to speak. Teachers would only need to give students the chance to practice their skills.

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But students do not learn to read just from being exposed in books. Reading must be taught. For many students, reading must be taught explicitly and systematically, one small step at a time. That is why good teachers are so important.

Based on the explanation above, the researcher concludes that teaching reading is the way of teachers to attract the students' interest in reading books or something. In other words, teaching reading is a process to teach how to read a text for students to educate, guide students in reading to be better. Teaching reading is not an easy job, because in reading the students are not only able to read about the text, but also able to comprehend the text. Teaching reading can help the students in comprehending the text easily. It is also designed to make the students have sufficient capacity.

3. Analytical Exposition Text

According to Hasibuan and Ansyari (2007: 132), exposition text is a kind of text that is used to argue or persuade a case for against a particular point of view.

- a. The generic structure of exposition text:
 - 1) Statement of position
 - 2) Points in the argument with evidence and examples (elaboration) and
 - 3) Reinforcement of the statement or reiteration-restate the position in light of the arguments.

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b. Language Features of Exposition Text:

- 1) Using generalized participants
- 2) Using linking words associated with reasoning in example: therefore.
- 3) Nominalization (actions become things) in example: to pollute becomes pollution.
- 4) Evaluative.

Analytical exposition text is one of the expository texts. According to Kane (1988: 89), expository text deals with facts, ideas, and beliefs. They explain, analyze, define, compare, and illustrate. Moreover, Sudarwati and Grace (2007: 109), Analytical exposition is a type of text that belongs of the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. An Analytical exposition text is also a type of text that is intended to persuade the readers that something is in the case. This type of the text is popular among science, academic community and educated people. It means that analytical exposition is one of the texts that has some arguments in it in order to explain, define, compare, or even illustrate.

According to Sudarwati and Grace (2007: 109), generic structures of analytical exposition text are:

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a. Thesis

This stage usually includes a ‘preview of arguments’. It means that it includes topic and brief statements of the writer’s position related to the topic in responding hot position.

b. Argument

This stage consists of a ‘point and elaboration sequence’. These should be supported by discussion and evidence. It also consists of explanation of arguments or opinions that are based fact that has been admitted the truth by policy.

c. Reiteration

This last stage restates the position more forcefully in the light of the arguments presented. It means that this stage involves a conclusion or restate of statements in the topic that is truth about the case has been stated in the thesis. Moreover, grammatical patterns that are usually applied in this genre are using; declarative sentence (positive or negative), combination of present and past tense, using of verbs of beings, verbs using relevant conjunctions to show cause and effect and sentence connectors to link arguments.

There are some language features of using analytical exposition text in reading:

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- a. An analytical exposition focuses on generic human and non-human participants
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something.
- c. It uses emotive and evaluative words
- d. It often needs material processes. It is used to state what happens.
- e. It usually uses simple present tense and present perfect tense.
- f. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly.... finally, etc.

From the organization structure of exposition text, the writer can conclude that analytical exposition is used to analyze about the case logically by considering some arguments stated in the text.

There are some indicators of reading comprehension of analytical exposition text, based on the syllabus for the eleventh grade at Islamic Senior High School Dar-El Hikmah Pekanbaru, (2015) the indicators of reading comprehension are as follows:

1. The students identify word meaning of the text
2. The students identify the topic of the text.
3. The students identify information or issues of analytical exposition text.
4. The students identify writers' argumentation in the text.
5. The students identify the purpose of the text.

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4. Annotation Strategy

a. Definition

Annotation is a reading strategy that requires readers to write in the margin of the text as they are reading. Annotation helps readers to think critically about what they are reading. According to Zywica and Gomes (2008:156), annotation is a strategy that teachers can introduce to their students as a means to teach content, students can then use it in their content classes or with other complex text they may come across. When students annotate they can better see how the author structures an argument in the text.

Zywica and Gomes (2008: 156) also stated that annotation is a reading that students can, and do, a use in subjects such as social studies, literature, and science classes to encourage students to focus their attention on science content because it helps students visualize as they read so that it is easier for students to understand the content and become involved and engaged with the text.

While the amount of annotation may vary widely from page to page, any notes they add to a text will help them to read more critically any attempt to annotate their book will help them to understand the reading as they read and will help them return to the reading with confidence late. Annotation is one of the several cognitive literacy strategies (Conley 2008) that are used to help students see structure, analyze ideas, derive meaning, and communicate understandings.

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In addition, Holschuh and Aultman (2009: 134) define annotating as an effective reading strategy that involves reading with pencil in hand, and includes a variety of marking techniques that range from underlining and highlighting words and passages to writing notes, questions, comments, inferences, examples, and opinions in the margins of the text.

Furthermore, dealing with ideas above, O'donell (2004: 82) stated that annotating is marking the text to identify important information and record the readers' ideas in order to comprehend a difficult text.

b. Benefits of annotation strategy.

Zwica and Gomes (2008) stated that annotation can be a particularly useful strategy to use in science classes to encourage students to focus their attention on science content, annotation helps students visualize as they read, which in turn makes it easier for students to understand the content and become involved and engaged with the text, annotation shows critical information for quick reference by students. Because of this, annotations can be used as study guides for exams. If students annotate and use their annotations as references they may do better on exams and standardized tests because they are more engaged in the content.

By using annotation, students begin to build a reading style that will help them with future reading. Annotation not only helps students

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to read and retain information, but it may also help them to eventually read faster and more accurately because they will learn how to identify the most essential information (Sherer et al., 2008).

A journal from Academic Success Center of Tronto University stated that the reasons why annotate:

- 1) You are focusing on the structure of a text; you are more engaged with the content.
- 2) It can help you to better analyze ideas, derive meaning and communicate understanding more effectively.
- 3) It can also help you recognize the way an author makes an argument and how they provide supporting evidence and details for their arguments.

Furthermore, O'donell (2004) stated there are some benefits of annotation:

- 1) Annotating helps teach reading as a process.
- 2) Annotating changes comprehension.
- 3) Annotating slows down the reading.
- 4) Annotating promotes more active reading.
- 5) Annotating helps improve writing.

c. Tools of annotation.

There are some tools that can be used by reader to annotate (nick olten 2013):

- 1) Yellow Highlighter.

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A yellow highlighter allows you to mark exactly what you are interested in. Equally important, the yellow line emphasizes without interfering.

2) Pencil.

A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.

3) Text.

Key information will vary according to genre and the reader's purpose.

4) Dialectical Journal (O'donell)

Students record a quote, phrase, or word with a page number in the first column, and in the second column they record their reactions or interpretations.

5) A coding system of circles, squares, and underlining (O'donell).

Students can use a coding system of circles, squares, and underlining to identify information related to the surface meaning (vocabulary, who, what, when, where, and why) of the text.

6) Sticky Notes or Highlighter Tape (O'donell).

Readers can make their comments on removable pieces of paper and then stick them on the margins of the text. Or, students can highlight texts that don't belong to them with highlighter tape, which can later be erased with an eraser or their fingertips. With

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either tool, students mark the portion of the text they want to comment on and then record their thoughts in their dialectical journal.

d. Procedure of annotation strategy.

This strategy starts after the teacher introduces the strategy to the students. The teacher gives a model first to demonstrate how to use the annotation strategy during reading the passage. According to O'Donnell (2004: 83), to introduce annotation, the teacher can use a short story, and makes each student a copy of a story. In addition, teacher makes a transparency of the annotation strategy with ideas for symbols to use and marginal comments to make. The teacher also helps students to distinguish between marks and marginal notes they might use for surface meaning and other marks (circles, squares, and underlining) for identifying deep-meaning ideas.

Furthermore, O'donnell (2004: 83) stated there are some activities to apply annotation strategy in analytical exposition text:

- a) Before reading:
 1. Teacher asks students to read title and subtitles.
 2. Teacher asks students to examine any illustrations that are included (examine the print bold and italic, etc)
 3. Teacher asks students to write questions and make predictions or connections near the text.

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b) During reading:

1. Teacher asks students to mark word, phrase, sentence that can be key words or difficult words that need further information.
2. Teacher asks students to write prediction, opinion, summaries of a text with their own words.

c) After reading:

1. Teacher asks students to reread annotations and draw conclusions. Next, they examine patterns and repetitions to determine possible meaning which is presented in the text.
2. Teacher asks students to find out what the title might mean.

B. Relevant Research

Relevant research requires some previous researches by other researchers in which they are relevant to our research. It is supported by Syafii (2013:94) that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Besides, the writer has to analyze what the point that is focused on, informs the design, finding and conclusion of the previous research. These are some researches that are relevant to researcher, explained as follows:

First, a research was conducted by Heniarti Sri Agusta in 2013 entitled “The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students at SMAN 8 Padang in Reading Monologue Texts”. Her

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research is experimental research. She found that annotating strategy significantly affect the comprehension of grade XI students Senior High School Padang enrolled 2013/2014 academic when reading the text. This research has relevance with the writers' research; the variables X are the same but have difference in variable Y, this research used the strategy in reading monologue text (hortatory exposition, narrative text, and spoof) but the writer uses the strategy in reading analytical exposition text.

Second, a research was conducted by Ardiyan Syah in 2013. Entitled "Improving Students' Reading Comprehension of the Eleventh Grade of Language Program of MAN Bawu Jepara in the Academic Year 2012/2013 by Using Annotating Text Strategy". He conducted a classroom action research by two cycles; the difference of these cycles was on the way to Annotating Text strategy in the class. He used field note, observation sheet, and some test to monitor the process and the students' improvement. He found that Annotating Text strategy in the class is effective strategy to improve the students' reading comprehension. From the explanation above it can be concluded that this research has relevance with the writers' research, the variables X from these two researchers are the same but have the difference in variable Y. Ardiyan Syah used annotating text strategy in reading comprehension and used classroom action research, but the writer uses the annotation strategy in reading analytical exposition text and the research is experimental research.

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C. Operational Concept

In order to clarify the theories in this research, the writer would like to explain briefly about variables of this research. This research is quasi experiment research which focusses on gaining the effect of using annotation strategy on students' reading comprehension of analytical exposition text. Therefore in analyzing the problem of this research, there are two variables used, they are independent variable (x) refers to Annotation Strategy and dependent variable (y) refers to students' reading comprehension.

The indicators of variable X (Annotation Strategy) are as follows :

- a) Before reading:
 1. Teacher asks students to read title and subtitles.
 2. Teacher asks students to examine any illustrations that are included (examine the print bold and italic, etc)
 3. Teacher asks students to write questions and make predictions or connections near the text.
- b) During reading:
 1. Teacher asks students to mark word, phrase, sentence that can be key words or difficult words that need further information.
 2. Teacher asks students to write prediction, opinion, summaries of a text with their own words.

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c) After reading:

1. Teacher asks students to reread annotations and draw conclusions. Next, they examine patterns and repetitions to determine possible meaning which is presented in the text.
2. Teacher asks students to find out what the title might mean.

The indicators of variable Y (Reading Comprehension) are as follows:

1. The students identify word meaning of the text.
2. The students identify the topic of the text.
3. The students identify information or issues of analytical exposition text.
4. The students identify writers' argumentation in the text.
5. The students identify the purpose of the text.

c. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumes that the students who are taught by using Annotation Strategy will have better comprehension in reading exposition text. The better Annotation is implemented, the better students' reading comprehension will be.

2. Hypothesis

- a. Alternative hypothesis (H_a): there is a significant difference between using and without using annotation strategy on students' reading comprehension at the eleventh grade of Islamic Senior High School Dar-El Hikmah Pekanbaru.

- b. Null hypothesis (H_0): there is no significant difference between using without using annotation strategy on students' reading comprehension at the eleventh grade of Islamic Senior High School Dar-El Hikmah Pekanbaru.

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