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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Learning language cannot be separated from how to develop reading skill. While comprehension in reading English text is closely related to the process of teaching and learning of the language. Brown (1994) states that “reading is a skill in which the students should master at the end of their language process.” Reading is an essential part of language that needs some aspects to master in order that the readers are able to think and to evaluate what reading focuses on as the activity of getting information of the written form of language.

Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader’s intellectual act, such as pronunciation and comprehension in order to receive ideas and information extended by text. Patel (2008) states that reading is an activity process which consists of recognition and comprehension skill. Word recognition means the process of perceiving the written language and comprehension as the common references to the process of making sense of the words or sentences. Reading is a fluent process of readers combining information from a text and their own background to build meaning.



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Reading invites a contact between the reader and the author. It needs to concentrate to understand, identify, and comprehend the text. While reading, the reader is trying to understand what the author tries to rise in the text. Graves (2000) believes that predicting, interpreting, and understanding the text are the processes of reading that include sub skill. In line with Graves, Thornbury (2006) also agrees that reading is an active and even interactive process. It is an active work and influence in transferring the knowledge of the writer to the reader.

2. Nature of Reading Comprehension

Judi (2007), says that “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 both will drag in grasping information. Moreover, there are so many possibilities that the reader can use book or browse on the internet to find articles or journals, thesis format in print visual media. These possibilities will give much information in several countries in the world.

In teaching learning process, the key to successful students in reading English texts is comprehension because it supports their study especially in learning English. To comprehend English texts is not easy, because English texts have many unfamiliar words for the students. And not frequently, English text is also having the same word but different

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meaning. For this reason, when reading, students have to comprehend their printed words. So, they are able to argue the information in text. Judi (2008) addresses this statement as in the following:

“successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading”.

It is clear that comprehension needs understanding, creates interest with the text and knows the purpose for reading.

In reading, comprehension is one of the most important capabilities. If the reader cannot understand what the text means, it is difficult to carry out information in text. In relation to the statement, Catherine (2002) states: “reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements,” such as:

- a. The *reader* who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities, likes critical analytic ability. Motivation, likes a purpose for reading and various types of knowledge, likes vocabulary of specific comprehension strategies.

- b. The *text* that is to be comprehended

The features of text have a large effect on comprehension. Its factors depends on the difficulty or ease inherent in the text and



relationship between the text and the knowledge and abilities of the reader.

- c. The *activity* in which comprehension is a part.

Activity refers to this dimension of reading. A reading activity involves one or more purposes, such as hands that help readers pointed tool for processing text, and the consequences of doing the activity.

Based on quotation above, it is clear that these factors influence the reader in understanding a text. A capability of readers like vocabulary mastery is also a very important factor, if the readers have much vocabulary it will be easier for the reads to understand the text.

3. Purpose of Reading Comprehension

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. According to Douglas Brown (1994), “Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.”

According to Kalayo & Fauzan (2007), “the purpose for reading also determines the appropriate approach to reading comprehension.” The reader may read in order to gain information or improve their knowledge. But in daily life, the reader may also read for entertainments or enjoyable. In fact, the purpose of reading is classified as follows: getting information of the text, getting specific information from the text, and reading for pleasure. The purpose for reading is to guide the readers in selecting the

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texts, so that the reader will find the meaning of the text. Regarding with the statement, Grebe and Stuller (2002) there are seven purposes of reading:

a. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process (Guthrie & Kirsch, 1987). It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, we typically “scan” the text for a specific word, or a specific piece of information, or a few representative phrases.

b. Reading to skim quickly

Reading to skim quickly is similar to Reading to search for simple information. Which is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information)

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d. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write (or search for information needed for writing) and reading to critique texts

both *reading to write* and *reading to critique texts* may be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information

f. Reading for general comprehension

Reading for general comprehension has been intentionally for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

4. Teaching reading Comprehension

Teaching reading is very considerable in doing teaching learning process. 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



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applied not only in elementary school but also in junior and senior high school. This statement is related to Harmer (1998) that, “reading is useful for other purpose too: any exposure in English (provide students understand it more or less) is 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 are taught:

- a. Literal comprehension is defined to take the details of the text and recognizing 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 processes 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.

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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 as 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 want to highlight a certain short segment of a reading passage.

b. Silent

Silent reading is divided into two categories, that is 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.

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2) Extensive

Douglas Brown, (1994) states that 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) states 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 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.



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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 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 1 Kampar.

Additionally, Brown (2003) also states 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.

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- 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 *etc.*), 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.



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- 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. according to Glenda Raison (2004), "an exposition is the critical evaluation of ideas involving argument, persuasion, or debate." It can be concluded that an analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

The propose 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 state 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 to make the persuasion stronger and to guide the reader thinks logically.

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Exposition may be written to persuade readers to agree with the writer's particular point of view or thesis, to compare contrast topics and develop a case that will persuade the readers that the writer'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 writer). Glenda Raison, *et.al.*, also state that expositions may be in the form of essays, letters, policies, advertisements and critical reviews. This types 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.

Analytical exposition also has the structure of the text. The structure of analytical exposition consists of three parts. They are as follows:

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 needs attention. In this section the author presents the arguments or the opinions that support the idea of the author. Usually, analytical exposition text has more than

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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.

In addition, Kristina and Eka, (2006) write that the language features usually in analytical exposition are as follows:

- a) An analytical exposition 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. For example, realize, feel *etc.*
- c) It uses emotive and evaluative words.
- d) It often needs material processes. It is used to state what happens, e.g. ...has polluted....*etc.*
- 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, ect.

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 example of Analytical Exposition text:

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Thesis
Argument 1
Argument 2
Reiteration

Is Smoking Good for Us?

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.

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 nonsmoker. 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 nonsmokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as he had smoked fifteen cigarettes.

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 Three Column Notes Strategy

Three Column Notes is a strategy that helps you preview the information in a textbook section. The graphic also provides a space for you to organize your notes. This strategy will give a plan to use when reading textbooks. Practical strategies for teaching students to comprehend the materials they read, including textbooks, primary and secondary sources, and newspapers and magazines. Donna Ogle (2007) gives example how to use Three Column Notes strategy as follows:

Three Column Chart for Textbook Notes

Name: _____ Title/ Author: _____
 (From Print) Source: _____ Date: _____
 (From Internet) URL address: _____

Headings and Bold Words	Visual Information	Notes

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To make clearer, there are some procedures of applying the strategy:

1. Teacher shows a copy or transparency of the chapter opener.
2. Teacher shows students a copy of the model of a Three Column Chart.
3. Teacher explains to students the steps to do Three Column Notes of a text- book page. Firstly, the students have copied the heading and bold words of the text in the left-hand column. After they have copied main headings, side notes, and bold words in the left-hand column, they should describe any visual information on the textbook page in the center column of the graphic. Finally, the students are ready to move to the right-hand column to begin taking notes.
4. Teacher has students use the directions in the students' strategy and a blank Three Column Notes to practice the strategy with another textbook page of their choice. Students should also choose one Applying the Strategy activity as further practice and application of 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. Mina Rahmani (2011) entitled “ The effects of Note Taking Strategy training on Iranian EFL learners' comprehension Year 2011”. In her research, she present study examined the process and product effects of

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Note Taking Strategy training on Iranian EFL learners' comprehension and retention of written material, with gender as a moderating variable. Intermediate undergraduate EFL learners (N = 108) were assigned to experimental and control groups. The Experimental (intervention) Group received training on how to take notes, using graphic organizers as a guide, while the Control Group did not receive any instruction. A multiple-choice reading test as well as two immediate and delayed written recalls (in combination with reviewing the notes) was used to measure note-taking effectiveness.

The results of two-way ANOVAs suggested that the Experimental Group performed significantly better on both comprehension and recall tests. No statistically significant effect of gender was found on students' performance in the comprehension and retention tests. Analysis of written recalls also showed that the Experimental Group remembered more important ideas, and better identified the relationships between ideas

2. Riswanto, Risnawati and Detti Lismayanti (2014). conducted research, they focused on the effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. they found that the mean score of students reading comprehension achievement in experimental group which was taught by using KWL (Know, Want, Learned) Strategy that the posttest score was higher than the pretest score. There is positive improvement from pre-test and post-test in experimental



group. The mean score of students reading comprehension achievement showed that there was a significant difference in reading comprehension achievement between the students who were taught by using KWL strategy and those who were not, the result of posttest scores of reading comprehension achievement in the experimental group and the control group were compared by using independent sample t-test.

Based on the explanation above, the researcher concluded that the similarities between the relevant research and this research are focused on the strategy that use the same graphic organization which consisted on three column chart to improve student's reading comprehension

C. Operational Concept

The operational concept is a concept that is used as the way to make something clearly and avoid misunderstanding. It is used to measure something easily. It means the variables that are going to be investigated should be briefly and clearly. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. Three Column Notes Strategy is an independent variable (X) and reading comprehension is a dependent variable (Y).

1. The indicators of Three Column Notes Strategy (variable X) are:
 - a) Teacher shows a copy or transparency of the chapter opener.
 - b) Teacher shows students a copy of the model of a Three Column Chart. Point out how the reader has copied the heading in the left-hand column.

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- c) Teacher explains to students the steps to do Three Column Notes of a text- book page. Firstly, the students have copied the heading and bold words of the text in the left-hand column. After they have copied main headings, side notes, and bold words in the left-hand column, they should describe any visual information on the textbook page in the center column of the graphic. Finally, The students are ready to move to the right-hand column to begin taking notes.
 - d) Teacher has students use the directions in the Student Strategy and a blank Three Column Notes to practice the strategy with another textbook page of their choice. Students should also choose one Applying the Strategy activity as further practice and application of the strategy.
2. The indicators of Reading Comprehension of Analytical exposition text (Variable Y) are seen as follows:
 - a) The students are able to identify the main idea in the reading text.
 - b) The students are able to locate the meaning vocabulary in the reading text.
 - c) The students are able to identify the generic structure in the reading text.
 - d) The students are able to find out the communicative purpose in the reading text.
 - e) The students are able to find out the language features which are stated in the reading text.



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D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumed that the better strategy for students' reading comprehension is Three Column Notes on Analytical exposition text of second year at State Senior High School 1 Kampar.

2. Hypothesis

- a. H_{01} : There is no significant difference of students' reading comprehension of analytical exposition text between taught by using and without using Three Column Notes strategy at the State Senior High School 1 Kampar.
- b. H_{a1} : There is any significant difference of students' reading comprehension of analytical exposition text between taught by using and without using Three Column Notes strategy at the State Senior High School 1 Kampar.
- c. H_{02} : There is no significant effect of instruction using Three Column Notes Strategy on student's reading comprehension of analytical exposition text at the second year of State Senior high school 1 Kampar.
- d. H_{a2} : There is any significant effect of instruction using Three Column Notes Strategy on students's reading comprehension of analytical exposition text at the second year of State Senior high school 1 Kampar.