CHAPTER II
REVIEW OF RELATED LITERATURE

II.1 The Nature of Reading

It is common that experts or researchers may define reading in different ways but the purpose is no far a part. According to Salehi, et al (2013), reading can be seen as an interactive process between a reader and a text. In this process the reader interacts dynamically with the text as he/she tries to elicit the meaning. Reading is the recognition of printed or written symbols, which serves as stimuli for the recall of meanings built up through the reader's past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived the meaning. It means that there is an interaction between the authors and the readers in this activity because the writer delivers her/his ideas to the readers through the texts. The readers do not only read the texts as a mediator to deliver the ideas from the writers to the readers, but the readers also have to interpret what the writers want to tell them about the ideas.

In addition, Pang, Elizabeth S. (2003: 14) also argues that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students learn to read and read to learn. The readers actively engage with the texts to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate

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information, ideas and viewpoints. In this case, reading can give the readers more knowledge and experiences in order to make the readers have more vocabulary, good comprehension, and have critical thinking.

Reading a text does not just translate the words alphabetically. The students need to engage themselves in the content of text itself to make them able to explore their feelings and give some responses to what they read. Harmer (1998) states the principles of reading are: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) a teacher has to match the task to the topic when using intensive reading texts, (6) a good teacher exploits reading texts to the full.

Based on the explanations above, it can be concluded that reading is an interaction and a process of transferring the ideas from the writers to the readers through the printed letters. The purpose of reading is to have the communication between the writers and the readers. In addition, the readers do not only read the text but also interpret what they have read by using critical thinking. It means that the readers have to find out the ideas from the text they read based on their background knowledge. Therefore, the readers should be active to get the factual information of the text.

II.2 Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. It is because reading comprehension is important for students. The students' success in learning English depends on their ability to comprehend reading texts. If students lack comprehension ability, it is not very possible them to succeed in learning and it will be difficult for them to make progress. On the other hand, if the students have the ability to read with good understanding, he or she would have a better chance to succeed in learning.

Many experts offer different definitions of reading comprehension. Phantharakphong & Pothitha (2014) mention that reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires. In this case, many students still have problems with their reading comprehension because they are unable to accurately understand written materials. As a result, they cannot interpret what they read and make the connection between what they read and what they have already known.

According to Salehi & Khodabandehlou (2013), reading comprehension is the ability to understand what we read where words have context and texts have meaning. This idea is supported by Linse (2005:71) who says that reading comprehension is an ability to understand a text by the readers. The readers not

only read the text but also understand what the readers read or what the text are about. It needs their knowledge to provide the information so they know the message of the text itself. It means that in comprehending a reading text, the readers activate their prior knowledge to connect their knowledge and what they read to make the readers understand on what they have read.

Klingner, *et al* (2007:2) say that reading comprehension is the process of constructing meaning by coordinating a number of complex processes, including word reading, word and world knowledge, and fluency. Reading comprehension means the ability in interpreting words, understanding their meanings and the relationships between ideas conveyed in a text. In other words, in comprehending a text, the readers should understand the meaning of the words and have the knowledge about the text they read so that they can connect between what they read and their prior knowledge so that the readers can interpret what they have read.

Mikulecky and Jefries (1996: 14) claim that reading comprehension is the learning process to think in new ways about what you are reading. Tankersley (2005:108) also argues that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experiences. In short, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language. Reading comprehension is the connection between the reader's knowledge and what they have read.

Anderson (2003:109) states that in reading comprehension, a reader must be able to understand and identify the main idea, references, inferences, and etc. If the students can understand the information in the text that they read, they will be successful in comprehending the text as whole because they are actively engaged and making an interaction with the meaning of the text.

In addition, King and Stanley (2004:8) explain that there are five aspects in processing reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference respectively explained as follows:

1. Finding the main idea. Reading is concerned with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author: in order words, some of ideas are super ordinate while other are subordinate.

2. Finding factual information/ details. Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text.

3. Finding the meaning of vocabulary in context. It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. Words may have the same meaning as other words.

4. Identifying references. Recognizing references or phrases to which they refer will help readers understand the reading passage. Students of English might

learn many rules for the sentences. Reference words are ussualy short and are frequently pronouns, such it, she, he, this, those, and so on.

5. Making inference. The importance of reading is to understand what the writer has written; it is expected that the reader can infer the writer's message. In other words, a good reader is able to draw inference logically and make an accurate prediction.

From the above explanation, it can be inferred that reading comprehension is the ability to comprehend the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writers and the readers. It involves the process in identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making inference.

II.3 Teaching Reading

According to Nunan (2003: 68), there are at least two aspects in teaching reading. First, teaching learners who are learning to read for the first time. Second, teaching learners who already have reading skills in their first language. The background of teaching reading is as follows:

1. *Silent reading.*

It is the primary activity in reading as the purpose of reading comprehension. Thus, the strategy which is used to teach reading

comprehension should emphasize on the learners' silent nature instead of using oral reading.

2. *Reading Processes*

Understanding process is the main focus of reading. The models of how the printed words can be understood have emerged from this research. The models can be divided into three categories: bottom-up model, Top-down model, and interactive model.

3. *Bottom- up model*

It consists of lower-level reading process in which the students start from the fundamental basic of letter and sound recognition until the longer text to achieve comprehension. Many teachers and researchers suggest that for the readers who want to be successful, they must be able to break a word down into the smallest part, the individual sound.

4. *Top down model*

The process begins from the readers' background knowledge to the individual words. In this case, the teacher should focus on meaning generating activities rather than on mastery of word recognition.

5. *Interactive model*

This is the combination of the elements in bottom-up model and top down model assuming that pattern is synthesized based on information provided simultaneously from several knowledge sources. This approach should include intensive and extensive reading by providing learners with shorter passages to teach specific reading skills and strategies explicitly

Nunan (2003:74-78) offers some principles of teaching reading. They are as follows:

1. *Exploiting the readers' background knowledge*

   Background knowledge includes all of the experiences that a reader brings to a text: life experience, educational experience, knowledge of how texts can be organized theoretically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. So, before reading, readers should know how far their reading skills and their background knowledge about text is.

2. *Building a strong vocabulary base*

   The basic vocabulary should be explicitly taught readers should be taught to use context to effectively guess the meaning of less frequent vocabulary.

3. *Teaching for Comprehension*

   In teaching reading comprehension, teaching readers how to comprehend is the point of teaching instead of testing reading comprehension as monitoring comprehension in essential to successful reading.

4. *Working on increasing reading rate*

   One great difficulty in second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students increasing their reading rates, teachers over emphasize accuracy which impedes fluency. The teacher must work

toward finding a balance between assisting students to improve their reading rate and developing reading comprehension. So, in teaching reading, the teacher can balance the text with students reading skill, its purpose is to increase students' rate in reading.

5. *Teaching reading strategies*

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. In teaching process, the teacher must use some strategies for developing students' reading ability.

6. *Encouraging readers to transform strategies into skills*

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives.

7. *Building assessment and evaluation into your teaching*

Reading classroom should include the assessment and evaluation including quantitative and qualitative assessment.

8. *Striving for continuous improvement as reading teacher*

The quality of every teacher is integral to the success of second/foreign language readers, so the reading teachers should be passionate about their work.

Richards (2002:273) says that reading receives a special focus on teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, a written text serves various pedagogical purposes. Third, reading is a skill which

is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes; any exposures to English to provide students understand it more is a good thing for language students; it also provides good models for English writing and provide opportunities to study a language.

II.4 Concept Maps Strategy

II.4.1 The Concept of Concept Maps Strategy

Concept Maps Strategy is one of the strategies that can be used in teaching reading texts. Concept Maps Strategy was originally developed in 1972 at Cornell University as a research program by Novak and his colleagues where they attempted to follow and understand changes in children's knowledge of science (Novak & Musonda, 1991).

According to Tajeddin & Tabatabaei (2016), the theoretical principle of concept mapping was derived from Ausubel's assimilation theory (1963). The fundamental idea in Ausubel's theory is that learning occurs through the assimilation of new concepts into the existing concept possessed by the learner. Another theory underpinning Concept Mapping is the constructivist theory, which supports the use of Concept Mapping in education. According to this theory, learners bring with them their previous knowledge and personal interpretation of experience to the classroom. The fundamental concept of this theory is that what

we know is constructed by our personal experience and we should use this knowledge for problem solving in our environment, so meaning is formed on the basis of our experience. According to this view, meaningful learning takes place when learners are actively engaged in the learning process and integrate feeling, thinking, and acting to build meaning and knowledge (Novak, 1998).

Tajeddin & Tabatabaei (2016) say that Concept Mapping is a way of showing the main ideas in a text and displaying the relationship between them in a visual manner. Concepts are usually arranged in a hierarchical order in which the most general and inclusive ones are placed at the top of the map and the most specific and detailed ones are placed at the bottom of the map. Concept maps can be used as a pre-task, during task, and post-task activity. They consist of nodes, contains a concept or item, usually surrounded by circles or boxes and connecting lines indicating the relationship between them. The words written on linking lines are called linking words or linking phrases, specifying the relationship between the two concepts.

Moreover, Tajeddin & Tabatabaei (2016) add that there are three main Concept Map techniques according to the degree of pre-structured maps. In constructing-a-map technique, learners are asked to construct the maps completely by themselves. In this technique, the teacher may provide the concepts or linking words or may ask students to draw a map by themselves. In fill-in-the-map technique, students are provided with a concept map where some of the concepts or the linking words have been left out and they have to complete the missing parts of the map.

Furthermore, Phantharakphong & Pothitha (2014) say that Concept Mapping appears to be an effective way to teach and learn about new information and overarch concepts because it connects new information to prior knowledge and experience, the efficacy of building visual-verbal representations of knowledge, and these representations are more effective for knowledge retention than using traditional text.

In addition, Salehi, *et al* (2013) say that Concept Maps are visual representations of knowledge which can be employed as a learning strategy by the learners to find the relationship between current knowledge and new information. They allow the learners to figure out how ideas are connected through representing knowledge in graphs.

Concept Maps is a promising strategy for improving reading comprehension, particularly for helping learners understand relationships used by the authors of expository texts. By using concept maps, it is not necessary for the students to speak English intensively. Encouraging students to draw concept maps of passages and monitoring them may be the best way to learn and teach reading skill for these students and teachers. A key notion in mapping information from a text is that of creating propositions that involves the linkage of two or more concepts with the use of "linking words or phrases to form a meaningful statement" (Novak & Cañas, 2008). Various meaningful statements can be read from a concept map about any major concept that has been mapped.

II.4.2 The Advantages of Using Concept Maps Strategy

According to Phantharakphong & Pothitha (2014), the advantages of using Concept Maps strategy are as follow:

1. Being used as advanced organizer to improve learner's achievement

2. Allowing students to think deeply about concepts and to store information more effectively in their memory

3. Being an excellent exercise for the promotion of creative thinking and identification of new problem-solving methods

4. Helping students improve their ability to learn autonomously and become independent language learners

5. Helping students organize different concepts and visualize the relationships between the main concepts in a meaningful way

6. Allowing students to concentrate only on the key concepts and ideas and not to go into the details of the text.

According to Eppler (2006), the advantages of Concept Map are:

1. Rapid information provision

2. Systematic, proven approach to provide overview

3. Emphasizes relationships and connections among concept

4. Ability to assess quality of concept map through evaluation rules.

II.4.3 The Procedures to Create Concept Maps Strategy

According to Salehi, et al (2013), the Concept Mapping method defined by Novak and Gowin (1984) involves a series of steps:

1. Defining the topic or focus question. Concept Maps that attempt to cover more than one question may become difficult to manage and read.

2. Once the key topic has been defined, the next step is to identify and list the most important or "general" concepts that are associated with that topic.

3. Those concepts are ordered top to bottom in the mapping field, going from most general and inclusive to the most specific and an action that fosters the explicit representation of subsumption relationships (i.e., a hierarchical arrangement or morphology).

4. Once the key concepts have been identified and ordered, links are added to form a preliminary Concept Map.

5. Linking phrases are added to describe the relationships among concepts.

6. Once the preliminary Concept Map has been built, a next step is to look for cross-links, which link together concepts that are in different areas or sub-domains on the map. Cross-links help to elaborate how concepts are interrelated.

7. Finally, the map is reviewed and any necessary changes to structure or content are made.

II.5 Anticipation Guide Strategy

II.5.1 The Concept of Anticipation Guide Strategy

Anticipation Guide Strategy is one of the effective strategies that can be used by the teachers in teaching reading texts. According to Virginia Department of Education (2004), Anticipation Guides Strategy developed by Herber and also referred to as Prediction Guide or Reaction Guide. It can be used to activate and assess students' prior knowledge, to establish a purpose or reading, and to motivate students by stimulating their interest. They promote active reading and critical thinking. It supported by Head & Readence (1992) in Roozokhoon & Samani (2013). They believe that one way for promoting students motivation in reading was through activating prior knowledge. Activating what students know helps them to make prediction about what comes next in a text.

It is in line with Pegg & Adams (2012) they also say that Anticipation Guides strategy is initially developed by Herber (1978) as a strategy for activating students' prior knowledge of a subject before reading by having students identify whether they agree or disagree with a set of teacher-generated statements related to the reading. They also add that although anticipation guides can be used in any subject area, they are particularly useful in reading scientific texts.

Anticipation Guide Strategy can be used before reading, during reading, and after reading. It is supported by Pegg & Adams (2012). They say that the pre-reading components of anticipation guides provide an opportunity to activate and assess students' prior knowledge, reveal their pre-conceptions, motivate them to engage with the text, and prepare them to read with understanding. During

reading, Anticipation Guide Strategy engages students in evaluating claims, comparing their prior understandings with the text, and justifying claims with evidence from the text. After reading, students communicate and justify their answers based on evidence from the text, which can lead to rich discussions of scientific ideas and relationships between claims and evidence. Anticipation guides provide scaffolding for students to engage with text materials and actively participate in scientific communication and argumentation.

Furthermore, they add that this is a pre-reading strategy which can activate learners' prior knowledge and get them interested in the topic which they are going to read. In using this pre-reading strategy which is known as anticipation guide, the researcher gives some general statements to students. Based on anticipation guide' process, the statements are relevant to the theme which the learners are going to read. In other words, the statements are based on the texts' concepts. Learners answer each statement and they should make clear whether they agree or disagree with the statements.

In addition, Roozokhoon & Samani (2013) also state that activating prior knowledge can promote individuals comprehension. It is also found that through employing anticipation guide before starting to read first, students can activate their prior knowledge. Next, the students can promote their interest in text processing during reading. Then, anticipation guide can increase students' participation in post reading stage. The instructor can introduce a chapter by applying anticipation guide so that the learners can concentrate on topics mainly.

In addition, Kozen, et al (2006) claim that an anticipation guide is a pre-reading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners including those with disabilities. An anticipation guide can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. Furthermore, as students move through the statements, they use prediction, controversy, and activation of prior knowledge about the topic as motivational devices to get them involved in the material they will later read.

As cited in Woelders (2007), Kozen, Murray, and Windell (2006) also said that anticipation guide strategy is another reading strategy that builds on students' prior knowledge and arouses interest in a topic before they access learning materials. Woelders (2007) also adds that anticipation guides generally consist of five to ten teacher-created true–false statements about the main ideas or information in a text. Too many statements frustrate or overwhelm students, and they then resort to copying the "answers" rather than predicting, recording, thinking, and revising on their own, so it is recommended creating a limited number of statements that encourage students to think about key concepts and issues rather than focusing on less significant details. Good anticipation guides use prediction and controversy to stimulate interest and thinking about a topic.

An anticipation guide consists of a series of statements to which students are asked to respond as a way to activate students' prior knowledge about a topic (Readence, Bean, & Baldwin, 1989). While some of the statements may be clearly true or false, a good anticipation guide includes statements that provoke

disagreement and challenge students' beliefs about the topic. In addition, the statements should focus on information in the text that can be identified to support the students' reactions (Duffelmeyer, 1994).

The steps in designing Anticipation Guides according to Pegg & Adams (2012) are:

1. Determining which reading the anticipation guide will be based on and the main concepts you want students to learn from the reading. Readings can be drawn from adopted textbook materials or science articles at a reading level appropriate for your students.

2. If using a textbook reading, limit the selected text to only a few pages so that students have sufficient time to read carefully. It is useful to refer to state and national standards documents and research on common student alternative conceptions to identify key ideas related to the topic.

3. When designing anticipation guides, it is important to consider both the specific statements that will be employed and the design of the response sheet students will use. Anticipation-guide statements are particularly useful when they provoke critical thinking by requiring students to interpret and synthesize information from various places in the text. This can happen by doing the following:

   a. Including statements that address key concepts and possible student misconceptions. When writing anticipation-guide statements, focus on key concepts from the reading rather than specific factual information. Including statements that relate to common student alternative

conceptions is useful for eliciting prior conceptions and beliefs. It is also important to word statements in ways that allow students to make predictions prior to reading. For example, statements such as "The graph on page 34 provides evidence for the theory of evolution" do not permit students to reflect on their prior knowledge regarding the topic.

b. Including statements that require inference from the text. To encourage interpretation of the text, statements should require inference from and not match the exact wording of the text. The goal is for students to read, think about the ideas, and work to make sense of them, not to simply locate and copy exact phrases from the text. Using statements that require students to pull information from multiple places, including charts, tables, and figures, will encourage them to examine material that is located outside the main body of the text and lead to richer discussions.

c. Including statements that purposefully generate argument and debate. In order to encourage discussion, include some statements that do not necessarily have a right or wrong answer. Statements such as "Bacteria are harmful" that may have incomplete or conflicting textual evidence can lead to rich discussions. When writing statements, make certain that students can support or refute the statements using information from the text. It is not necessary that the statements have a clear answer, but rather that the text provides some form of support students can use to engage in argument and debate regarding the statements.

d. Limiting the number of statements included in any particular lesson. Responding to anticipation-guide statements and locating evidence in the text requires more time than answering typical worksheet questions. Students need time to carefully read and interpret the text. If too many statements are included or too little time is provided, students will fall back on quick hunt-and-search strategies to find simple answers rather than reading and interpreting, thereby limiting the effectiveness of this approach. Beginning with statements for which evidence is easier to find will make students comfortable with the process. Follow these with more ambiguous or controversial statements that will encourage deeper reading and fruitful discussion. When designing the anticipation guide, provide space for students to state their agreement or disagreement with the statements prior to and after reading. Some teachers require students to write their predictions in pen so students do not change initial responses. Inn the handout, make sure there is room for students to provide their reasons for agreeing or disagreeing with the statement, including specific evidence from the text that supports their decision. This forces students to confront their misconceptions and emphasizes the importance of providing support for claims.

II.5.2 The Advantages of Applying Anticipation Guide Strategy

As cited in Kozen, et al (2006), an anticipation guide takes the process of reading content material from a purely passive state to active participation and discussion. Through prediction, reaction, and controversy, the guide acknowledges students' interests, knowledge about a topic, and personal experience. In addition,

1. Anticipation guides are useable across content areas. Articles or selections from text can be taken from any content area.

2. They are liked by students. Students appreciate the clear and direct format that anticipation guides afford. The strategy appeals to students because it is interactive and social, encourages discussion, is nonthreatening, and engages them in controversy, which they love at the middle school stage

3. They are fairly easy to implement. After constructing and implementing a few anticipation guides, teachers appreciate their ease and simplicity.

4. They are appropriate for at-risk student or students with disabilities. Anticipation guides can be completed by individuals, peer duos, or small groups.

5. They fit into school improvement plans.

6. They can be used as study guides. Anticipation guides, when completed, may serve as excellent study guides for students who have difficulty learning material for content mastery. On the basis of the use of anticipation guides as study guides, teachers can easily see the results of student progress when they assess student learning.

7. They can be used as formative evaluation devices. Students' pre- and post-responses along with their explanations and appropriate textual references afford teachers an excellent means for assessing students' understanding, content mastery, and ability to locate effective textual support for ideas.

II.5.3 The Procedures of Anticipation Guide Strategy

According to Kozen, *et al* (2006), the procedures of Anticipation Guide strategy are as follows:

1. Choosing a topic from a unit of instruction about which students will be reading.

2. Prior to reading the content or engaging in anyother form of information acquisition, students react to a series of statements designed by the teacher.

3. In preparing the guide, the teacher carefully reads the text selection to be read by students and identifies the major concepts or ideas to which the students will react.

4. The teacher may write a short introductory paragraph as a hook to lure student interest. If the teacher chooses not to introduce the reading through a written hook, he or she may substitute an oral introduction or simply focus on the reaction statements.

5. Depending on the length of the text to be read and the major ideas chosen by the teacher, the guide includes a combination of 5 to 10 accurate and inaccurate statements related to the content.

6. Students react to each statement, either individually or in small groups, by agreeing or disagreeing with it, and later they engage in conversation with their peers about their opinions.

7. As the students converse, the teacher serves as facilitator, giving no hints regarding correct or incorrect responses.

8. After the students have read the assigned passage, they are asked to go back to their initial reactions. They may choose to maintain or change their original thoughts, but they must substantiate their point of view by using information from the text to support their position. This section of the anticipation guide is very important, for it is here that students can begin to develop or enrich their vocabulary, increase their comprehension of more difficult material, and practice using higher order thinking skills.

9. After discussing each statement, students focus on what they have learned and determine if they changed their opinions based on the content they have read.

According to Virginia Department of Education (2004), the procedures of anticipation guide strategy are:

1. Identifying the major concepts that you want students to learn from a reading.

2. Creating four to six statements about the topic for which students may have prior beliefs or experiences. Address important points, major concepts, controversial ideas, and misconceptions. Do not include simple, literal statements that can be easily answered.

3. Sharing the guide with the students. Have the students react to each statement, formulating a response to it and preparing to defend their opinions.

4. Discussing each statement with the class. Ask how many agreed or disagreed with each statement. Have students representing opposing viewpoints explain their reactions.

5. Having students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.

6. Discussing with the class what was learned from the reading.

According to Pegg & Adams (2012), there are some steps to design an anticipation guide. They are:

1. When first using anticipation guides with students, it is helpful to model the process of reading for evidence. Many students are used to worksheets that only require searching for answers using keywords or phrases in the text. Anticipation guides with statements requiring critical thinking and interpretation cannot be answered using this same strategy. Strength of anticipation guides is their ability to engage students in discussion and reason when there aren't clear answers.

2. Students can become frustrated when first responding to these types of statements. A teacher recounts one such example:

I had a statement that says that the European diving spider can hold its breath for a long time, when all book says is that it goes to great lengths to

bring an air bubble with it... That really got students thinking... It really frustrated a number of students and they kept coming up to me and asking, "What is the right answer?" when the text didn't just come out and say.

To forestall such frustration, explain the differences between an anticipation guide and a typical reading guide and model examples for students where evidence supporting or disputing the statement is not directly stated in the text.

3. Choosing a statement, such as the one in the quote above. When using anticipation guides, teachers found the following strategies useful during various stages of the lesson. Prior to reading, it is helpful to have students read the statements independently and record whether they agree or disagree with the statements before discussing their predictions with others.

4. One strategy that the teachers find particularly useful is to have groups of two to four students, after making their predictions, discuss statements on which they disagreed, providing justification for their choices.

5. When giving instructions, remind students that during independent reading, they are to provide evidence from the text that either supports or refutes the statement. And also ask the students to list the page and paragraph where the information is found so that they can refer to it easily during the post-reading discussion.

6. Post-reading discussions are a critical component of using anticipation guides, giving students the opportunity to review their thinking and provide evidence from the text to support their understandings of the reading.

7. The teacher may want to allow students to first discuss their ideas in a small group before discussing with the whole class. Small-group discussions give students the opportunity to first share their thinking in a safer setting, increasing their comfort level when discussing in the larger group. Grouping should be determined based on teachers' knowledge of their students and how they will best work together. At times, consider grouping together students with different reading levels. They will likely notice different things and will be able to share their ideas and help each other interpret the concepts in the reading. However, avoid grouping students with widely different knowledge or skills, as they may have difficulty talking to each other about technical material.

8. During the whole-class discussion, act as a moderator and keep the focus on students supporting their claims with evidence, rather than on whether or not students identified the "right" answer. Some teachers purposefully did not write an answer key prior to the lesson so that they would focus on encouraging students to provide their evidence and reasoning rather than jumping too quickly to the "correct" answers.

9. During the discussion, encourage students to defend their positions.

10. After one student or group provides findings and evidence, ask other students for additional evidence to support or refute the statement.

11. For statements that do not have clear answers, encourage students to clarify their arguments by including qualifiers regarding their decisions to agree or disagree with the statements.

12. Make sure to plan enough time for careful reading and interpretation of the text, as well as for pre-reading and post-reading discussion.

II.6 Hortatory Exposition

Hortatory Exposition text is one of the genres that must be mastered by academic students in senior high school. The students have to know what the purposes of the text area, the social function of the text, organizational structure of the text and the language feature that can be used in the Hortatory Exposition text.

To support students in comprehending reading texts, knowledge about the types of texts is needed, Depdiknas (2006) explains that there are thirteen genres of the texts that must be known by academic students in senior high school, namely: Narrative, recount, procedure, descriptive, news item, analytical exposition, hortatory exposition, report, spoof, explanation, discussion, review, and anecdote.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or the readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. Hortatory Exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lecturers, research, report, etc. The purpose of Hortatory Exposition text is to persuade the readers or listeners that something should or should not be the case. The generic structure of this text is: (1) Thesis. This is the stage where the writer introduces the topic which will be discussed and

states his/her position. (2) Argument. This is the stage where the arguments regarding to the topic are presented to lead and convince the reader to accept the recommendation given. (3) Recommendation. This is the stage in where the writer gives the statement of what ought or ought not to happen. (Priyana, Joko et al., 2008).

II.7 Related Studies

Related studies require some previous studies conducted by other researchers in which they are relevant to this research. Besides, the related studies have to analyze what the point that focuses on, inform the design, and find out the conclusion of the previous researches. The following are previous studies conducted by different people which are relevant with the one the researcher has done.

a. Phantharakphong & Pothitha (2014) carried out a research entitled "Development of English Reading Comprehension by Using Concept Maps". This research was a classroom-action research with the purpose was to study the development of English reading comprehension by using concept maps. The population of the study was 18 students in grade 10th of Demostration School of Khon Kaen University in the second semester, academic year 2010. The sample of the study was 15 students chosen by using simple random sampling method. The finding showed that the percentage of the scores in retelling tests was higher from article no.1 (70.26%) to article no. 6 (90.00%) continually. With the total percentage of retelling tests, it was 81.25 percent

which was in the high level. The percentage of comprehension tests from article no.1 (82.00%) to article no. 6 (91.00%) was higher gradually, and it was all in high level. The total percentage of comprehension tests was 86.50 percent considered as high level as well. The use of Concept Map could enhance the students' English reading comprehension.

Phatchara & Pothitha's study had similarities and differences with the recent study. The similarities were both studies used Concept Maps strategy as an independent variable. Moreover, both studies were conducted on reading comprehension. The differences were that Phatchara & Pothitha's study used a classroom-action research with the purpose to develop students' reading comprehension and the study was conducted for the university students while the recent study used a comparative quasi-experimental design with the purpose to find out a better strategy to be applied in the classroom toward reading comprehension by comparing two strategies. The recent study was conducted for the senior high school students.

b. Salehi, A. Deylam, Jahandar, Shahrokh and Khodabandehlou, Morteza (2013) carried out the research entitled "The Impact of Concept Mapping on EFL Student's Reading Comprehension". The study was an experimental research with the purpose to assess the effect of concept mapping on Iranian EFL students' reading comprehension ability. The sample of the study was 80 pre-university students of two high schools in Iran. The results of the pretest indicated that these two groups were homogeneous with regard to their reading comprehension ability. It could be seen from the mean score of

students' pretest of both groups. The mean score of the pretest of the experimental group was 12.85 and for the control group 12.86. The experimental group was taught to construct concept maps through brainstorming before reading each passage. Results of ANCOVA and T-test revealed that there was a significant difference between the two groups with students in the experimental group outperforming those in the control group in reading comprehension. It could be seen from the mean scores of students posttest from both groups. The mean score of the posttest of the experimental group was 16.82 and the control group was 13.06. The findings of this study could have some implications for teaching reading comprehension to EFL students.

The above study had similarities and differences with the recent study. The similarities were both studies used concept map strategy as an independent variable. Both studies were also conducted toward students' reading comprehension. In addition, both studies were conducted for senior high school students. The differences were that Salehi's study used the experimental research with the purpose to assess the effect of Concept Mapping on Iranian EFL students' reading comprehension ability. On the other hand, the recent study used a comparative quasi-experimental design with the purpose to find out a better strategy to be applied in the classroom toward students' reading comprehension by comparing two strategies. Salehi's study used 2 variables. They were Concept Map strategy as an independent variable and reading comprehension as a dependent variable. On

the other hand, the recent study used 3 variables. They were Concept Maps strategy and Anticipation Guide strategy as independent variables and reading comprehension as a dependent variable.

c. Kalanzadeh, G. Ali, Maleki, Zinat, & Raz, Aazam (2014) conducted a research entitled "Concept Maps and Reading Comprehension among EFL Learners". The aim of the study was to find out whether Concept Map strategy had significant effects on reading comprehension of Iranian EFL learners. The sample of the study was 70 university students at Islamic Azad university of Andimeshk, Iran. The finding was that the use of Concept Mapping in reading activity helped students better comprehend reading passages. The differences found between the two groups were statistically significant. The out performance of the experimental group to the control group could be attributed to application of the concept mapping which was a visual representation of knowledge. In the Reading test, the experimental group's mean score and standard deviations were respectively 14.028 and 2.781 and the control group was respectively 10.885 and 2.482. Comparing the two means, the researcher found that the mean of the experimental group (14.028) exceeded the mean of the control group (10.885). The calculation of t-test showed that there was a significant difference between the experimental group and the control group in the reading test. Therefore, the application of Concept Maps had a significant effect on the reading comprehension of Iranian university students.

Kalanzadeh, et al's study had similarities and differences with this study. The similarities were both studies used Concept Map strategy as an independent variable. In addition, both studies were also conducted on students reading comprehension. The differences were that Kalanzadeh, et al's study was an experimental research that was conducted towards university students and was only using one strategy with the purpose to find out whether Concept Map strategy had significant effects on reading comprehension of Iranian EFL learners. On the other hand, the recent study was conducted towards senior high school students. This study was a comparative quasi-experimental research with the purpose was to find out better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Kalanzadeh, et al's study used 2 variables while the current study used 3 variables.

d. Oliver, Kevin (2009) did a research entitled "An Investigation of Concept Mapping to Improve the Reading Comprehension of Science Texts". This study investigated how well 74 6th grade science students represented text structures from a 900-word textbook chapter on soil conservation, given a concept map template with four super ordinate terms and 24 unsorted concepts. The finding suggested students were more successful in classifying pre-selected terms under given super ordinate categories than they were at fully identifying relevant concept sets and articulating three different relationship types between terms. No significant differences were noted in the mapping performance of students at different reading levels. About two-third

of students indicated they enjoyed concept mapping and would prefer to read and map rather than just read without mapping. Students also expressed a strong preference for mapping in pairs or small groups compared to mapping alone.

Oliver, Kevin's study had similarities and differences with this study. The similarity was that both studies used Concept Map strategy as an independent variable towards reading comprehension. The differences were Oliver, Kevin's study used mix method as the design of the research and was conducted towards middle school students and was only using one strategy with the purpose to find out how well 74 6th grade science students represented text structures from a 900-word textbook chapter on soil conservation, given a concept map template with four super ordinate terms and 24 unsorted concepts. Meanwhile, this study was conducted for senior high school students. This study was a comparative quasi-experimental research with the purpose was to find out better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Oliver's study used 2 variables while this study used 3 variables.

e. Tajeddin, Zia & Tabatabaei, Soudabeh (2016) conducted a research entitled "Concept Mapping as a Reading Strategy: Does It Scaffold Comprehension and Recall?" This study was undertaken to investigate whether Concept Mapping as a learning strategy would have any scaffolding effect on the reading comprehension and recall propositions by L2 learners. The sample of this research was out of 60 high school students, 30 students in the

experimental group were exposed to Concept Maps, whereas the other half in the control group read the same text without Concept Maps. Both groups took a reading comprehension test in a multiple choice format and a recall test in which they were asked to write down the propositions they remembered from the texts. The finding was the experimental group outperformed the control group both in reading comprehension and in the recall of propositions. These findings suggested that concept maps could be embedded into reading textbooks to facilitate top-down interactions between the reader and the text and to enhance the recall of propositions.

Tajeddin, Zia & Tabatabaei, Soudabeh's study had similarities and differences with this study. The similarities were that both studies used Concept Maps strategy as an independent variable towards reading comprehension. Both studies were conducted towards senior high school students. The differences were that Tajeddin, Zia & Tabatabaei, Soudabeh's study used an experimental research with the purpose to investigate whether Concept Mapping as a learning strategy would have any scaffolding effect on the students' reading comprehension and recall propositions by L2 learners. On the other hand, the recent study used comparative a quasi-experimental design with the purpose to find out a better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Tajeddin, Zia & Tabatabaei' study used 2 varibles and the current study used 3 variables.

f. Meirafoni, Yummi, Amir, Zainuddin, & Fitrawati (2014) undertook a study research entitled "The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade of SMAN 1 Batusangkar". This study was concerned with improving students' reading comprehension in narrative, report, and analytical exposition text through anticipation guide. The objective of the study was to find out the effect of students' reading comprehension by applying anticipation guide. This research was conducted by using the experimental research. The subject of the study was grade XI students of SMAN 1 Batusangkar totaling to 40 students. Reading comprehension were taught by using Anticipation Guide strategy. The instruments for collecting data was a reading comprehension test. The results showed that in the experimental group, the mean score of pretest was 66. 75 and the mean score of the posttest was 82. 05. In the control group, the mean score of the pretest was 64. 95 and the mean score of the posttest was 71. 7. The finding of the research showed that applying Anticipation Guide significantly improved students' reading comprehension.

Meirafoni, et al's study had similarities and differences with this study. The similarity were that both studies used Anticipation Guide strategy as an independent variable towards reading comprehension. Both studies were conducted towards senior high school students. The differences were that Meirafoni, et al's study was only using one strategy with the purpose to find out the effect of using Anticipation Guide strategy on students' reading comprehension, while this study used two strategies with the purpose to find

out a better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Meirafoni, et al's study had 2 variables and this research had 3 variables. Their study used an experimental research as the design of the research while this study used a quasi-experimental design.

g. Ortlieb, Evan (2013) carried out the research entitled "Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension". The study investigated the effectiveness of using an anticipatory reading guide on third grade struggling readers' achievement as measured by comprehension and vocabulary questions derived from a standardized test. This experimental research study explored the use of an anticipatory reading guide with third grade struggling readers across multiple subject areas. The target population for this study included Grade 3 students in Texas. This action research quantitative project involved a classroom of convenience involving 24 third grade students attending an elementary school in South Texas where the focus was directed to the struggling readers. The findings indicated that the experimental treatment group outperformed the control group by a statistically significant rate on both reading and content area measures, indicating that when struggling readers practiced and used strategies to explicitly think what would be asked of them after reading the passage they performed at higher levels. A comparison of mean gains of both control and the treatment groups revealed that the treatment group scores were (M = 63.71, SD = 14.21), which increased by 13.5 points statistically significant to

the mean scores of the control group (M = 48.8, SD = 20.38), an increase of 6.8 points (p = 0.04, CI95 = 0.31, 29.51) following eight weeks of explicit comprehension instruction using anticipated reading guides.

Ortlieb's study had similarities and differences with this study. The similarities were that both studies used Anticipation Guide strategy as an independent variable towards reading comprehension. The differences were Ortlieb's study only used one strategy with the purpose to find out the effectiveness of using an anticipatory reading guide on third grade struggling readers' achievement as measured by comprehension and vocabulary questions derived from a standardized test. On the other hand, this study used two strategies with the purpose to find out a better strategy to be applied in the classroom toward reading comprehension by comparing two strategies. Ortlieb's study had 2 variables and this research had 3 variables. His study used the experimental research as the design of the research, while this study used the quasi-experimental design.

h. Mirzaei, Hojjatollah (2010) did a study entitled "The Impact of Activating EFL Struggling Readers' Prior Knowledge through Anticipation Guides on Their Reading Comprehension". This research attempted to measure the impact of activating EFL struggling readers' prior knowledge through anticipation guides as a schema activating strategy on their reading comprehension. For this purpose, two intact English classes of 75 freshmen students were selected. They were given two pretests, reading sample of the standardized PET (Preliminary English Test) test and Michigan proficiency

test. Next, fifty homogenized students (25 in each class) were randomly assigned to the experimental and the control groups. The experimental group received the treatment which was Anticipation Guides, while the control group followed their usual activities and received placebo. Schema activating through anticipation guides lasted for five sessions, teaching five reading passages from Active Skills for Reading: Book 1 (Anderson, 2007). After the treatment sessions, the participants took another version of PET as posttest. T-test and paired t-test analyses revealed that activating EFL struggling readers' prior knowledge through anticipation guides is effective and could improve struggling readers' reading comprehension ability. Also, comparison of the results of the groups further rejected the null hypotheses. Therefore, the results of the study had some implications that Schema Activating strategy through anticipation guides would be an effective warm up activity to improve students' reading comprehension ability and syllabus writers, English teachers and text-book developers were thus recommended to take the active role and importance of anticipation guides technique and its instruction into consideration.

Mirzaei's study had similarities and differences with this study. The similarities wre that both studies used Anticipation Guide strategy as an independent variable towards reading comprehension. Both studies were conducted towards EFL students. The differences were that Mirzaei's study was only using one strategy with the purpose to measure the impact of activating EFL struggling readers' prior knowledge through Anticipation

Guides as a schema activating strategy on their reading comprehension. On the other hand, this study used two strategies with the purpose to find out better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Mirzaei's study had 2 variables and this research had 3 variables. Her study used the experimental research as the design of the research while this study used the quasi-experimental design.

i. Carlisle-Steingass, Jennifer L. (2004) carried out a study entitled "The Use of Anticipation Guides with 10th Grade Environmental Science Students " Twenty 10th grade environmental science students participated in the action research study. Twelve were male and eight were female. The students were enrolled in one heterogeneous environmental science class in a small rural high school located in a Midwest state. The purpose of the study was to determine if the use of anticipation guides increased the participation of 10th grade environmental science students in class discussions of assigned reading material. The teacher/researcher chose two articles for reading material and created an anticipation guide for the second article. The teacher/researcher developed field notes and used them twice to record the frequency of student participation in four different quality levels during class discussions of the reading material. The first class discussion of the reading material was conducted without the use of Anticipation Guides strategy. The second class discussion of the reading material was conducted with the use of Anticipation Guides strategy. The results of the action research indicated that the use of anticipation guides increased the participation of 10th grade environmental

science students in class discussions of assigned reading material. These results also indicated that not only the frequency, but also the quality of student participation had increased with the use of anticipation guides.

Carlisle-Steingass' study had similarities and differences with this study. The similarity was that both studies used anticipation guide strategy as an independent variable towards reading comprehension. The differences were Carlisle-Steingass' study was only using one strategy with the purpose to determine if the use of anticipation guides increased the participation of 10th grade environmental science students in class discussions of assigned reading material while this study used two strategies with the purpose to find out better strategy to be applied in the classroom toward reading comprehension by comparing between two strategies. Carlisle-Steingass' study was conducted to 10th grade environmental science students, whereas the current study was conducted to grade XI senior high school students. Carlisle-Steingass' study had 2 variables and this research had 3 variables. Her study used the action research as the design of the research. While, this study used the quasi-experimental design.

j. Roozkhoon & Samani (2013) conducted a study entitled "The Effect of Using Anticipation Guide Strategy on Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts". The study investigated the effect of employing anticipation guide as a pre-reading strategy on EFL learners' comprehension. Some 40 intermediate female learners participated in the present study. All participants were native speakers of Persian. They were

divided into two groups: Group one (n=20) as the experimental group and group two (n=20) as the control one. The experimental group received treatments but the control group did not receive any treatments. First, the participants were given a pretest to check their comprehension before the treatments. Then, all participants learned reading sections in their instructional book (summit 1A). Group 1 learned reading sections through application of anticipation guide strategy as a pre-reading strategy and group 2 learned reading sections in the traditional way. Finally, the researcher used the posttest in order to evaluate students' reading ability after using strategies. The posttest items were the same as the pretest. The results showed that using anticipation guide had positive effect on Iranian EFL learners' comprehension of culturally unfamiliar texts. It could be seen from the mean scores for the posttest is greater than the mean scores of pretest in the anticipation guide group. In anticipation guide, the mean score of pretest was 15, 45 and posttest was 19, 10. On the other hand, in the control group, the mean scores of the pretest and posttest were the same which was 17.66.

Roozkhoon & Samani's study had similarities and differences with this study. The similarities were that both studies used Anticipation Guide strategy as an independent variable towards reading comprehension. Both studies were the experimental research by using the experimental group and the control group with the pre-test and the post-test given to each group. The differences were that Roozkhoon & Samani's study was conducted towards university students and was only using one strategy with the purpose to
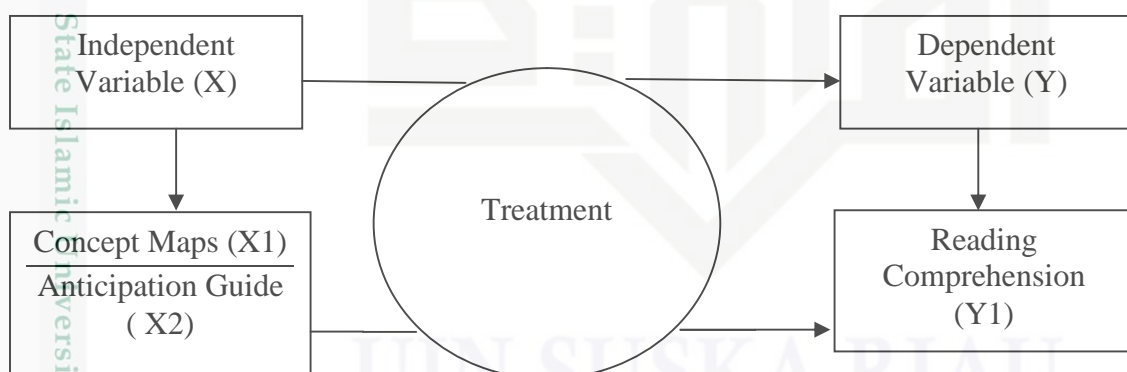
enhance students' reading comprehension, while this study was conducted towards senior high school students. This study was aimed to find out a better strategy to be applied in the classroom toward reading comprehension by comparing two strategies.

II.8 Operational Concepts and Indicators.

II.8.1 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it still operate in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen in the figure below:

Figure II.1

II.8.2 Indicators.

A. Concept Maps Strategy

The procedures of Concept Map strategy are as follows:

1. The teacher introduces a concept to the students.

2. The teacher asks the students to read the text for about 10 minutes.

3. The teacher asks the students to write some other concepts associated with this main concept in group of 2.

4. The teacher asks the students to rank the concepts from most general to least general.

5. The teacher asks the students to write the most general concept on the top of the paper.

6. The teacher asks the students to connect the concepts with directional links.

7. The teacher gives the students the time to make the concept map.

8. The teacher checks the students' work.

9. The teacher asks the students to show their concept maps to their friends.

10. The teacher collects and reviews the students' concept maps.

11. The teacher returnes the students concept maps and asks them to rethink their ideas.

B. Anticipation Guide Strategy

The procedures of anticipation guide strategy are as follows:

1. The teacher chooses a topic of a reading text.

2. The teacher reads the major concepts or ideas to which the students will react.

3. The teacher includes 5 to 10 accurate and inaccurate statements related to the content.

4. The teacher asks the students to react to a series of statements designed by the teacher.

5. The teacher asks the students to share with their peers about their opinions.

6. The teacher serves as facilitator, giving no hints regarding correct or incorrect responses.

7. The teacher asks the students to go back to their initial reactions.

8. The teacher asks the students to read the selected text to find supporting or contradictory evidence for their responses.

9. The teacher asks the students to choose to maintain or change their original thoughts by using information from the text to support their position.

C. **Students' Reading Comprehension.**

Below are the ndicators of reading comprehension by which the students are able to identify:

1) The topic of the text

2) The main idea of each paragraph

3) The detailed information of the text

4) Synonym/antonym of the unfamiliar word

5) Reference

6) Inference

II.9 Assumptions and Hypotheses

II.9.1 The Assumption

In this research, the researcher knows that many strategies are used by the teachers in teaching and learning process to build the students' ability in English. It is assumed that using Concept Map Strategy and Anticipation Guide Strategy are considered appropriate to teach reading comprehension to the students to improve their ability to comprehend texts.

II.9.2 Hypotheses

Ho1 : There is no a significant difference of students' reading comprehension pre-test mean scores between the Experimental Group 1 and the Control Group at SMA Negeri 1 Siak Hulu?.

Ho2 : There is no a significant difference of students' reading comprehension pre-test mean scores between the Experimental g Group 2 and the Control Group at SMA Negeri 1 Siak Hulu.

Ho3 : There is no a significant difference of students' reading comprehension pre-test mean scores between the Experimental Group 1 and the Experimental Group 2 at SMA Negeri 1 Siak Hulu.

Ha4 : There is a significant difference of students' reading comprehension pre-test and post-test mean scores of the Experimental Group 1 at SMA Negeri 1 Siak Hulu.

Ha5 : There is a significant difference of students' reading comprehension pre-test and post-test mean scores of the Experimental Group 2 at

SMA Negeri 1 Siak Hulu.

Ha6 : There is a significant difference of students' reading comprehension pre-test and post-test mean scores of the control group at SMA Negeri 1 Siak Hulu.

Ha7 : There is a significant difference of students' reading comprehension post-test mean scores between the Experimental Group 1 and the control group at SMA Negeri 1 Siak Hulu.

Ha8 : There is a significant difference of students' reading comprehension post-test mean scores between the Experimental Group 2 and the Control Group at SMA Negeri 1 Siak Hulu.

Ha9 : There is a significant difference of students' reading comprehension post-test mean scores between the Experimental Group 1 and the Experimental Group 2 at SMA Negeri 1 Siak Hulu.