CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoritical Framework

1. The Nature of Reading Comprehension

Reading is one of the language skills especially in English. It is very important activity for students because not only able to give great knowledge but also as a realization obedient to Allah SWT that explained in Al-Qur'an to read to all human beings. This theory has resembled to Kate said that reading is clearly an important skill.[1] In fact, reading is much more than a single skill: it involves the coordination of a range of abilities, strategies and knowledge. Reading is a complex process made up of several interlocking skills and processes.[2] It means that good readers use on a day-to-day basis to process text in their world. According to Colin and Terry Reading is an interactive process, as a result of which the knowledge state of the reader changes perhaps four times a second.[3]

Based on definition of the reading above, we can conclude that reading is very important for students. It will help students to know many things after they read. Because not all people can understand what they read, including the

students who learn English. They just read the text without understanding appropriately dealing with what they have read.

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[1] Kate cain.*Reading Development and difficulties.*(published by the british psychological society and Blackwell publishing L.td.2010), p.2

[2] Karen Tankersley. *Threads of reading : strategies for literacy development.*(Virginia: ASCD publications. 2003), p.2

[3] Colin Harrison and Terry Salinger. *Assesing Reading !: Theory and Practice.*(New York: the Taylor & Francis e-Library, 2002), p.17

In reading, we need comprehension. According Karen Tankersley Comprehension is the center of reading. Students are learning to monitor their own level of comprehension while reading. Research is clear that these skills can improve with explicit instruction and training[4]. Comprehension entails three elements[5]:

a. The *reader* who is doing the comprehending

A reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

b. The *text* that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the 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, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class

[4] karen Tankersley .*loc.cit.*p.90
[5] Catherine Snow .*Reading for understanding : toward a research and development program in reading comprehension .(* Arlington :RAND's publications.2002), p.11-16

assignment) or internally generated (a cluster of motivational variables, including interest and prior knowledge).

Based on explanation above that the definition of reading and comprehension, and both of them we called reading comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge and fluency.[6] Elizabeth says that reading comprehension is perhaps the most important set of skills you'll need to succeed.[7] It means that reading is a key to reach a success. According Albert Duchnowski reading comprehension is one of the most effective interventions that teachers can undertake since reading affects every other school activity.[8] According to Linda J. Dorn and Carla Soffos there are two Levels of Comprehension[9], Consider these two levels of thinking and how each can shape our comprehension:

a. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.

b. Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's

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[6] Jannette K. Klingner. *Loc.cit.*, p.2

[7]Elizabeth Chesla.*8th Grade Reading Comprehension Success*.(New York :Learning Express, LLC.2001), p.IX

[8] Albert Duchnowski, Ph.D., Susan Sheffield, Ph.D., & Krista Kutash, Ph.D.*Creating Environments that Work for All Students: Real Manuals for Real Teachers Reading Strategies for Special Populations*.(Florida: Louis de la Parte Florida Mental Health Institute Publication.2005), P.27

[9] Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension Teaching for Deep Comprehension: A Reading Workshop Approach* (United States of America:Stenhouse Publishers 2005), p.14-15

deeper thinking. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning.

In learning reading comprehension the teacher should pay attention to some points of reading operations. Arthur[10] states that there are some of careful reading operations. Some of them, It can be seen as follows:

a. Interpret topic sentences.

b. Outline logical organization of a text.

c. Identify explicitly the main ideas of the text.

d. Identify implicitly the main ideas of the text.

e. Distinguish general statements from examples.

f. Outline the development of an argument of the text.

g. Infer the meaning of an unknown word from the text.

h. Identify pronominal reference.

i. Identify what kind of the text is involved.

j. Distinguish fact from opinion.

2. The Factors Influencing Reading Comprehension

According to Karent reading comprehension is dependent on three factors.[11]

a. The reader has command of the linguistic structures of the text.

b. The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. We have learned strategies for

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[10] Arthur Hughes, *Testing for Language Teacher*: 2nd Edition, Cambridge: Cambridge University, 2003, p.139

[11] karen Tankersley .*loc.cit*.p.90

monitoring our own comprehension and knowing what to do when the material is difficult or our mind has wandered during the reading process.

c. The reader has adequate background in the content and vocabulary being presented. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text.[12] Successful readers have mastered the ability to connect material to their prior knowledge base, make inferences as they read, formulate questions, visualize the information or story action, and synthesize as they read.

Based on the explanation above, we can see that three factors influencing reading comprehension such as the reader should understand about the text, knowing their level ability and having good background knowledge.

3. The Nature of Explicit Instruction

a. Definition of Explicit Instruction

According to Frank Serafini, explicit instruction is a series of required instructional steps or procedures designed to guarantee that students understand exactly what is expected of them and what is being taught. [13] Others are concerned that explicit instruction is simply a new label for commercial reading program that's contain tightly structured, scripted lessons. She also states that word explicit keeps popping up and researcher believe it warrants some discussion before proceeding to other considerations of quality reading comprehension instruction. Explicit instruction is a training model for skill development[14]. To provide explicit instruction strategy in skill development in phonics or structural or contextual analysis, design lessons and activities with these components:

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[12]*ibid.*p.91

[13] Frank serafini.*loc.cit*.p.2

[14]Emily F. Calhoun. *Teaching beginning reading and writing with the picture word inductive model.*(Alexandria, VA: Printed in the United States of America.1999), p.106-107

1) Clear explanation of the immediate purpose of the word recognition skill (e.g., to determine pronunciation or meaning of a word).

2) Clear explanation of the ultimate purpose (e.g., understanding text).

3) Modeling of word recognition skills (e.g., thinking aloud about how students use the skill and when).

4) Examples of instances in which the skill could be needed.

5) Guided student practice with the skill being taught.

6) Immediate application of the skill in reading and writing activities.

b. Sixteen elements of explicit instruction[15]

These Sixteen elements of explicit instruction are listed and briefly described :

1) Focus instruction on critical content. Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.

2) Sequence skills logically. Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage.

3) Break down complex skills and strategies into smaller instructional units. Teach in small steps.

4) Design organized and focused lessons. Make sure lessons are organized and focused, in order to make optimal use of instructional time.

5) Begin lessons with a clear statement of the lesson's goals and your expectations. Tell learners clearly what is to be learned and why it is important.

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[15]. Anita L. Archer and Charles A. Hughes. *Explicit Instruction: Effective and Efficient Teaching* (New York: The Guilford Press.2011), p.1

6) Review prior skills and knowledge before beginning instruction. Provide a review of relevant information.

7) Provide step-by-step demonstrations. Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.

8) Use clear and concise language. Should depend on students' receptive vocabulary, to reduce possible confusion.

9) Provide an adequate range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it.

10) Provide guided and supported practice. In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.

11) Require frequent responses. helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12) Monitor student performance closely. Close monitoring also allows you to provide feedback to students about how well they are doing.

13) Provide immediate affirmative and corrective feedback. Follow up on students' responses as quickly as you can.

14) Deliver the lesson at a brisk pace. Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.

15) Help students organize knowledge. Because many students have difficulty seeing how some skills and concepts fit together.

16) Provide distributed and cumulative practice. Distributed practice refers to multiple opportunities to practice a skill over time.

Based on the sixteen elements of explicit instruction above the researcher can see form and purpose of this strategy. The researcher found that in each of elements has functions as guide or direction and also help students in learning proses.

c. The Events of a General Model of Explicit Instruction Strategy[16]

The following section of the researcher presents the specific events of instruction advocated in a general model of explicit instruction, a transactional model that emphasizes teacher/student interaction at each point in the lesson. This model proposes four categories of events of instruction:
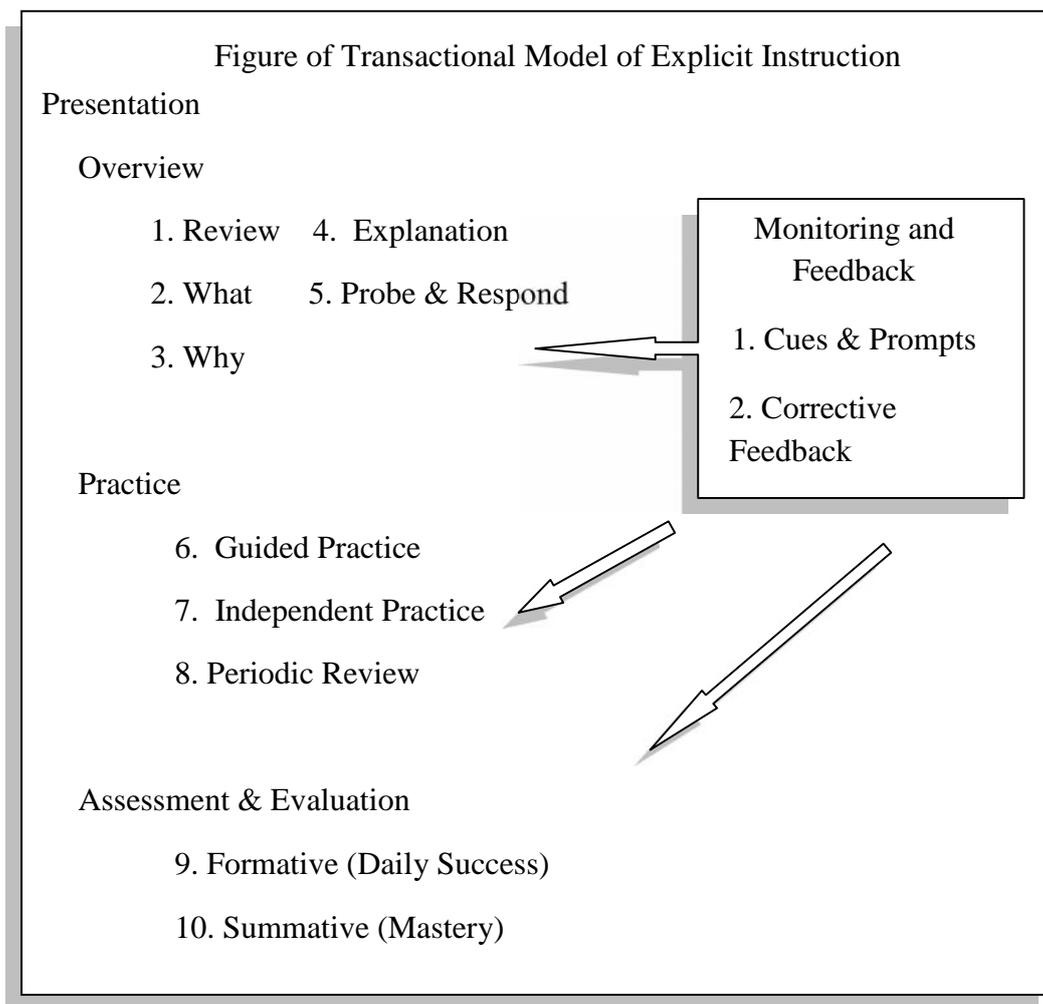
1) Presentation,

2) Practice,

3) Assessment and evaluation, and

4) Monitoring and feedback.

Presentation, practice, and assessment/evaluation are done in a somewhat linear fashion, with monitoring and feedback occurring throughout the lesson (see Figure 1). Within each of the four major categories there are important instructional events that increase the likelihood that the learner will successfully learn new concepts and skills.[17]

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[16] William G. Huitt, David M. Monetti, and John H. Hummel .*Designing Direct Instruction1*.(published in C. Reigeluth and A .2009), p. 4-8

[17] William G. Huitt. *loc.cit*.p.4

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Figure of Transactional Model of Explicit Instruction

Presentation

   Overview

      1. Review    4. Explanation

      2. What      5. Probe & Respond

      3. Why                                  Monitoring and
                                                 Feedback

                                              1. Cues & Prompts

                                              2. Corrective
                                                 Feedback

   Practice

      6. Guided Practice

      7. Independent Practice

      8. Periodic Review


   Assessment & Evaluation

      9. Formative (Daily Success)

      10. Summative (Mastery)
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4. Hortatory Exposition Text

Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or 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. This reason could be difficult for the students to write this kind of text.[18] In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals,

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[18] Sherli Agustine *Teaching Writing Hortatory Exposition Through, Outlining At The Eleventh Grade Of SMAN 3 Banjarmasin*.(Banjarmasin: Lambung Mangkurat University.2012),p.7-8.

magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people.

The generic structure of hortatory exposition usually has three components:

1) Thesis, it is statement or announcement of issue concern.

2) Arguments, it shows reasons for concern that will lead to recommendation.

3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

Hortatory Exposition also has the languages features. There are:

1) Focuses on generic human and nonhuman participants, except for speaker or writer referring to self.

2) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.

3)) It often needs material processes. It is used to state what happens, e.g :has polluted etc.

4) It usually uses Simple Present Tense and Present Perfect Tense.

5) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly …, Finally, etc.

5. Teaching Reading by Explicit Instruction

There are recommended a seven-step procedure[19] for providing explicit instruction in any one of a number of specific text structures:

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[19] Jannette K.klinger. *loc.cit*.p.91-92

1) The teacher selects a textbook passage that is a good example of the structure you want to teach. In this step, the teacher chooses a textbook passage on hortatory exposition text as material of learning process.

2) The teacher prepares a graphic organizer showing key ideas and how they are related (The structure).

3) The teacher introduces to students the text structure and shows them the organizer.

4) The teacher asks students to use the information in the organizer to write a passage.

5) The teacher encourages them to use key words to show the relationships among ideas.

6) The teacher asks them to read the textbook passage and compare what they have written with the actual passage. In this step, the teacher asks students to read and comprehend the passage and compare them.

7) The teacher helps students to visualize patterns and the ways ideas are connected.

B. Relevant Research

Relevant research is the research that relates to our research. Syafi'i states that relevant research is required to be observed some previous researchers conducted by other researchers in which they are relevant to our research itself. They are some previous researches which have relevancy to this research. They are as follows:

1. Explicit Instruction of Reading Strategies That Enable EFL Learners to Achieve Comprehension in Reading : The Case of Third Year Lycée Learners by

Chamseddine MAY a student of Mentouri University-Constantine.[20] He defined that Explicit Instruction of Reading Strategies can help students understand Achieve Comprehension in Reading. The primary objective of this research was to raise the awareness of reading strategies in 3rd year lycée pupils and their effects on their achievement in reading comprehension. The procedures of collecting data are divided into two groups, the experimental group and control group. Aim to test readers' comprehension through the multiple- choice questions given to every group. The highest mark "score" achieved by the control group is 10/15, and the lowest one is 5/15. For both two experimental groups 1 and 2 the highest mark is 15/15, and the lowest mark is 5/15. And result experimental group1 which is 11.5 and the mean of the experimental group2 is 12 are higher than that of the control group which is 6.5. Therefore, it is found that the scores of the experimental groups' participants are much higher than those of the controls.

2. Fostering reading comprehension in the fifth grade by explicit instruction in reading strategies and peer tutoring by Hilde Van Keer[21] students of Ghent University, Belgium. Aim of this research is the study examines the educational benefits of explicit reading strategies instruction, followed by practice in (a) teacher-led whole-class activities (STRAT), (b) reciprocal same-age (STRAT + SA), or (c) cross-age peer tutoring activities (STRAT +CA) on fifth graders' reading comprehension achievement. With sample Sample 22 fifth-grade teachers and their 454 students from 19 different schools throughout Flanders participated. In this research used a quasi-experimental pretest post-test retention test design

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[20] Chamseddine MAY. *Explicit Instruction of Reading Strategies That EnableEFL Learners to Achieve Comprehension in Reading : The Case of Third Year Lycée Learners*. (Constantine: Mentouri University-Constantine.2009)

[21] Hilde Van Keer. *Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring*.(Belgium : Ghent University.2004), p.37

was used with three experimental (STRAT, STRAT + SA, and STRAT + CA) and a matched control group. The experimental interventions were implemented during an entire school year. Finally, he found that multilevel analysis revealed that the STRAT and STRAT + CA condition made a significantly larger pretest to retention test progress than the control group. Concerning the STRAT + SA condition no significant differences with regard to the control group were detected. Pairwise comparisons of the experimental conditions indicated that the STRAT + CA condition's progress from pretest to retention test also exceeded the STRAT + SA condition's advancement significantly.

C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables which are used in this study. Syafi'i in his book said that all related theoritical frameworks can be operated in the operational concept.[22] In this reaserch, two variables are used, they are as follows:

Variable " x " is explicit instruction strategy

Variable " y " is reading comprehension

1. Variable (X) is the Explicit Instruction, it can be seen by the following indicators[23]:

   a.   The teacher selects a textbook passage about hortatory exposition text.

   b.   The teacher prepares a graphic organizer to showing to students the key ideas and how they are related (The structure).

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[22] M. Syafi'i.From Paraghraphs To A Research Report *: A Writing Of English For Academic Purposes.* (pekanbaru : LBSI,2007),p.122

[23] Jannette K.Klingner, *log cit.* 91-92

c. The teacher introduces to students the text structure and shows them the organizer.

d. The teacher asks the students to use the information in the organizer to write a passage.

e. The teacher encourages the students to use key words to show the relationships among ideas.

f. The teacher asks the students to read the textbook passage and compare what they wrote with the actual passage.

g. The teacher helps the students to visualize patterns and the ways ideas are connected.

2. Variable (Y) is the students' reading comprehension[24]. It can be seen in the following indicators :

a. Students are able to find the detail information.

b. Students are able to identify the main ideas of the text.

c. Students are able to identify the organization of the text.

d. Students are able to identify the arguments of the text.

e. Students are able to infer meaning of an unknown word from the text.

f. Students are able to refer of certain words.

D. Assumption and Hypotheses

1. Assumption

The researcher assumes that the students' reading comprehension are various. Many strategies can improve students' reading comprehension. Then, the writer assumes that explicit instruction strategy is one of the strategies that can

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[24] Arthur Hughes,*loc cit* , p.139

improve reading comprehension of hortatory exposition text of the second year at Senior High School 2 Taluk Kuantan .

2. Hypotheses

H_0 : There is no significant Effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text of the second year at Senior High School 2 Taluk Kuantan.

Ha : There is a significant Effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text of the second year at Senior High School 2 Taluk Kuantan.