CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading Comprehension

Reading is one of the English skills that is important to be taught to the students. It is most useful activity which can enlarge students' insight. Patel stated that "Reading is an important activity in life with which one can update his/her knowledge[1]. Reading is most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.[2]

Reading is not only process in which the reader reads the words, sentences or the text but also by reading the reader wants to get something from reading materials. Reading is a complex process involving network of cognitive actions that work together to construct meaning[3]. According to Moreillon, "reading is making meaning

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[1]M.F. Patel and Praveen M. Jain."*English Language Teaching Methods, Tool and Technique* ".Jaipur: Sunrise Publishers and Distributors, 2008.http://www.library.nu (Accessed December 20th, 2011) p. 113

[2]*Ibid*

[3]Dorn J. Linda &Soffos Carla, 2005.*Teaching For Deep Comprehension.*Portland: Stenhouse Publisher. p.6

from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill[4].

Reading is a receptive skill. Receptive skill is one of language skill that used in language acquisition, where the learners do not need to produce the language to do these, they only receive and understand it. It means the students just identify and understand the spoken language. It gathers the information and knowledge from the text that has been read.Reading is not merely referring to the activity of pronouncing the printed material or following each line of page. Reading can not be separated with comprehension because the goal of reading is comprehension. Reading comprehension is defined as the level of understanding of a written language.

Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. The visual process of taking in information visually and translating that into dimensions of thought is very rapid. Reading" is the natural passage of ideas and concepts from one person to another (mind-to-mind communication). It moves at the speed of thought[5].

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[4]Moreillon, Judi "*Collaborative Strategies for Teaching Reading Comprehension*". Chicago: American Library Association. 2007. p. 10

[5]Bennete Joseph. *A Course in Light Speed Reading.*"*A Return to Natural Intuitive Reading*".First published. Fifth ed. Oregon: AM University. 1997. p. 23

Comprehension is strategic[6]. Comprehension is an ability to understand the meaning of a concept or an action. Comprehension is an important intelligence power of abstract thought and reasoning of humans or intelligence systems. It is highly curious to explore the internal process of comprehension in the brain and to explain its basic mechanism in cognitive informatics and computational intelligence.

According to Janette K. Klinger, in an attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence understanding of the teaching of reading comprehension: sachem theory , reader response theory, and direct instruction. A brief description of each of these influential theories provides the background for interpreting the instructional practice related to teaching reading comprehension that are presented in more detail elsewhere in this book[7].

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

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[6]Duffy. G. Gerald. *Explaining Reading.*"*A Recourse for Teaching Concept, Skills, and Strategies*". The Guilford Press, *2ⁿᵈ ed.* New York, London:2009. (Accessed December 20th, 2011),p. 17

[7] K. Klingner, *Janette et al, Teaching Reading Comprehension to Students with learning difficulties,* the Guilford Press, New York, London: 2007. p. 2

According to Klingner, there are some processes that involve in teaching reading comprehension to the students that gets difficulties specially, as follows:[8]

1. Cognitive Processes

What is actually happening when we comprehend what we are reading? Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, Macro processes, elaborative processes, and metacognitive processes. We describe each of these next (also, see Figure 1.4). While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognition.

2. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

3. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand.

4. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern provided by the author to organize their ideas (e.g., a story map that includes characters and setting/ problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

5. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

6. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehears- ing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

b. The Purpose of Reading

When we read, we read for a variety of purposes. We sometimes read to get the main idea but not much more, and sometimes we read to locate specific information. Commonly we read texts to learn information and sometimes we are expected to synthesize information from multiple text. Perhaps most often, we read for general comprehension, for pleasure with the intention of being entertained or informed, but not tested.[9]

In academic settings, almost every major purpose for reading comes into play. An EAP reading curriculum must account for how students learn to read for multiple purposes, including at least the reading:[10]

1. To search for information

2. For general comprehension

3. To learn new information

4. To synthesize and evaluate information .

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[9]CelceMariane and Lois Murcia, *Teaching English as Second or Foreign Language,* (Rouwly, Massachusetts: Newburry House Publisher, Inc, 1979. p.187
[10]*Ibid.*

c. Components of Reading Paragraphs

There are five reading components that may help students to read carefully. They are:[11]

1. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasize a special aspect of the topic. The main idea usually expresses as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

2. Factual of Information

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-questions (where, why, what, who, how, etc).

3. Locating References

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, them, etc. you will be asked to locate the reference word or phrase in the passage; the meaning of

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[11]NurAfni, *The Effect of Using Anticipation Guide Strategy toward Students' Reading Comprehension at the Secon Year of SMAS AL-MUSLIMUN Sikijang,* (Graduated Thesis: State Islamic University Sultan SyarifKasim of Riau, 2012), pp. 9-13

the sentence in the context of the passage will not change when you substitute the correct antecedent.

4. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

5. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information.

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is "only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials."[12]These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Hafiz and Tudor differentiate between extensive and intensive reading:

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[12]*Ibid.*

> In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.[13]

d. The Factors Influencing Students' Reading Comprehension

According to Torgesen in Peter Westwood, a reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure. Reading with understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analyzing, connecting, reflecting) and lower order processes (word recognition, decoding).[14]

There are two factors that influence in reading comprehension, they are:

1. Internal Factor

The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self motivation and interest.

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[13]*Ibid.,* p. 147

[14] Peter Westwood, *Reading and learning difficulties: approaches to teaching and assessment,* (Camberwell, Victoria: The Australian Council for Educational Research Ltd., 2001), http://www.library.nu (Accessed May 15th, 2012)

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from text. Brown divided the motivation into two kinds, they are; intrinsic and extrinsic motivation. Edward dice in Brown defines intrinsic motivation, as follows:[15]

> Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self determination.

b. Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. if one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

2. External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

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[15] H. Doughlas, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1994), http://www.library.nu (Accessed Oktober 25th, 2011)

a. Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher should be careful in choosing the text, strategy, and giving the tasks because they are related to the students' reading comprehension achievement.

Reading comprehension is considered to occur at four levels of complexity. They are:[16]

1. Literal level

At the literal level the basic facts are understood.   This information is contained explicitly within the text.

2. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

3. Critical level

At the critical level the reader assesses the good sense of what he or she isreading, its clarity, accuracy and any apparent exaggeration.

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[16]Peter Westwood,*Op. Cit*. p.21

4. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

Ten Strategies behaviors that good language users employ:

1. They manipulate form of speech to express meaning.

2. They make good word choices that communicate clear messages.

3. They use pronouns to stand for nouns.

4. They use punctuation to clarify meaning and regulate fluency.

5. They combine simple sentences into more complex ones.

6. They organize related ideas into paragraph, chapters, texts, and genres.

7. They use dialogue to carry and extend meaning,

8. They use figurative language to symbolize meaning.

9. They build vocabulary through word relationships and patterns.

10. They use transitional words and phrases[17].

e. **Hortatory Exposition Text**

1. **Definition of Hortatory Exposition Text**

Hortatory Exposition text is the text which represents an attempt to bring the reader to do something or act in certain way. Hortatory exposition text is a kind of

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[17]Dorn J. Linda &SoffosCarla.Op.cit. p. 54

monolog text which is studied in senior high school[18]. Kholidin (2010) says that hortatory exposition text is which represents the attempt of the writer to do something or act in certain way. The purpose of the text is to influence and persuade the readers by presenting the supporting arguments. This text has three element, they are thesis, argument, and recommendation. So, hortatory exposition is a kind of text to persuade the reader to do or should not to do something[19]. The function of hortatory exposition text is to describe the communicative purpose and influence the reader that should not be.

2. **The generic structure of hortatory exposition text**.

1. Thesis

Thesis is statement or announcement of issues concern. In other words, thesis also called as the background of the problem that will arise some arguments. Furthermore, thesis should be factual issues that most readers will know about it.

2. Argument

Argument is Giving reasons for concern, leading for recommendation. Argument means reasons for concern that will lead to recommendation. The arguments could be an agreement or disagreement to the thesis in hortatory expo text. Surely, the argument is the most fundamental part of generic structure of this text.

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[18]NurulHusna, Jufri, Fitrawati. *The Effect of Using KWL technique Toward Students' Reading Comprehension: An Experimental Research in Teaching Hortatory Exposition Text at SMAN 1 Batipuh*, Thesis, Padang: FBS Negeri Padang, p.59
[19]*ibid*

3. Recommendation

Recommendation is the advice to persuade main idea (in the last paragraph) and provides a solution or way out on the issue. T is also a statement of what should or shouldn't happen or be done based on the given argument. The writer processes and presents a recommendation by combining and concluding some arguments of the text.

3. Language Features of hortatory exposition text

Here are the language features of hortatory exposition text, they are:[20]

1. The use of emotive words(e.g. worried, afraid, alarmed, etc)

2, The use of words that qualify the statements (usual, probably)

3, The use of words that link arguments (firstly, however, therefore)

4. The use of compound and complex sentence

5. The use of modals and adverbs (may, should, must)

6. The use of subjunctive opinions using pronouns I and we.

4. Measurement

Measurement is the process of converting observations into quantities through theory. Measurement as a process implies an "act of ascertainment of finding out".

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[20]http://www.Google.What is Generic Structure of Exposition Text.html. Retrieved on March 2013.

In this research, the writer formulates some indicators to measure students reading comprehension on hortatory exposition text as follows:

a). The students are able to find the synonym of the word in the text.

b). The students are able to identify factual information .

c). The students are able to make inference.

d). The students are able to identify locating reference

e). The students are able to identify generic structure of hortatory exposition text .

f. Teaching Reading

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. When teaching for comprehension, our challenge is twofold, they are to understand the complexity of the comprehending process, and to apply this knowledge to our work with students[21]. The selection of reading material should be authentic. How the teacher can make his teaching reading effective:[22]

1. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.

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[21] Dorn J. Linda &Soffos Carla, *Op.Cit.*p.7
[22]M.F. Patel and Praveen M. Jain.*Op.cit.*p.123

2. Teacher should not allow the student to murmure while reading.

3. The subject matter should be interested and effective and selected from the reading material developed for it.

4. Eclectic approach can be used by teacher for better comprehension and understanding.

Reading is a comprehension process. The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the students will understand the text. The following principles can guide the design and practice of a reading program.

2.   The Concept of Arguments on a Card Strategy

In the context of learning, there are familiar with the terms of approaches, methods, techniques and strategy. But many of the students of education (prospective teachers) and even the teachers who do not understand deeply so it cannot explain what are the exact similarities and differences of these terms. Most of them understand each of those terms. Others think differently to these terms, but not able to explain how the difference.

Approach is the way of teachers view the learning process. It is the personal philosophy of teachingrelated to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in

teaching and learning process. It may vary depending on students he teaches. Anthony in Murcia defined an approach to language teaching is something that reflects a certain model or research paradigm. [23] In short, approach is like a collection of theories, there is no procedure and it is still general.

Method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives.[24] In short, method is more specific than approach and les specific than technique. Thus, method is about theory and also the procedures of theory.

Technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique).[25] On the other hand, techiques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with an approach as well. It includes a widevariety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

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[23]Marianne Celce-Murcia, *Op.Cit* p.5
[24]*Ibid.*
[25]*Ibid.*

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.[26] Thus, strategy is about students perform a few steps in learning process.

According to Rebecca L. Oxford, strategy can classified into direct strategy and indirect strategy. Direct strategy is language learning strategy that directly involve the target language.[27] Direct strategy is composed of memory strategies for remembering and retrieving the new information, cognitive strategies for understanding and producing the language and compensation strategies for using the language despite knowledge gaps[28]. All the direct language strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for the different purposes. Indirect strategy is the strategy that support and manages the language learning without directly involving the target language[29]. Indirect strategy are divided into metacognitive strategy for coordinating the learning process, affective strategy for regulating the emotions, and social strategy for learning with others.[30]

Arguments on a Card Strategy include in direct strategy especially memory strategy. Direct strategy itself involve the target language directly. Memory strategy help the students store, remember and retrieve the new information, creating mental

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[26]*Ibid.*, p.90

[27] Oxford Rebecca, L, *Language Learning Strategies*, (San Fransisco:Newbury House Publisher,1990) p.37

[28] *Ibid.,* p.14

[29]*Ibid.,* p.151

[30]*Ibid.,* p.15

linkages , applying images and sounds, reviwing well, and employing action. While Arguments on a Card Strategy has function to remember, understand, apply, analyze and evaluate the text. This strategy help the students to explore a controversial topic while differentiating points of view and formulating opinion based upon relevant information, encourage critical and complex thinking.

Many teaching strategies have been contributed by teachers and professionals to improve the students' ability in comprehending English text. In teaching and learning process, teacher should have the interesting strategy. An interesting strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be achieved. According to Harmer, there are some characteristics that the teacher should point out to be a good teacher:[31]

1. A teacher should make his/her lesson interesting.

2. A teacher must love his/her job.

3. A teacher should have his/her personality.

4. A teacher should have a lot of knowledge

5. A good teacher is an entertainer in positive sense, not in negative sense.

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[31]Jeremy Harmer. 1998. *How to Teach English: An Introduction to the Practice of English language Teaching.* (London: Longman)p.1-2

a. The Nature of Arguments on a Card Strategy

Arguments on card strategy is a reading comprehension strategy that can promote engagement and encourage critical and complex thinking[32]. It emphasizes students to remember, understand, apply, analyze and evaluate the text. This strategy is versatile strategy for fiction, nonfiction, and expository text. This strategy can be easily modified for a variety of content areas.[33]

Good readers automatically confirm what will or will not happen in the text and merge their knowledge and ideas with the author's. Poor readers do not make arguments or verifications as they read. Arguments on a card strategy helps readers learn to explore and make arguments about their reading text.

b. The Purpose of Arguments on a Card Strategy

The using of Arguments on a Card strategy helps students encourage their critical and complex thinking. Not only they will encourage the ability to set a purpose for reading, but also they will learn to explore a controversial topic while differentiating points of view and formulating opinions based upon relevant information. Key terms of this strategy are remember, understand, apply, analyze, and evaluate. So, this activity may be used with an individual, a small group, or a whole

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[32] Judi Tilton Brunner, *I Don't Get It: Helping Studentds Understanding What They Read,* (New York: Rowman&Littlefied Publisher, 2011), http://www.library.nu (Accessed December 20th, 2011), p.44
[33]*ibid*

class. This activity can be easily adapted for any narrative or expository selection at any level of difficulty.

According to (Steele, Meridith,& Temple, 1998) to provide students the opportunity to explore a controversial topic while differentiating points of view and formulating opinions are based upon relevant information. This strategy promotes engagement and encourages critical and complex thinking. The teacher provides controversial topic to the students, and then divides them into support group and defend group. This activity will be done by the students at the pre-reading. After that the students read the text and give arguments as many as possible based on their positions. Then, share their difference ideas about the text in larger group and offer the reason that support their position.[34]

c. **The Advantages of Using Arguments on a Card Strategy**

According to Brunner, there are some advantages that we can get from applying this strategy, they are:[35]

1. Controversial topics are usually of high interest to students

2. Actively engages students in the purpose for reading—to frame an"argument"

3. Facilitates critical thinking

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[34]*ibid*
[35]*ibid*

4. Provides a specific purpose for reading the text

5. Supports retention of information through purposeful discussion of topic

6. Provides a constructive opportunity for "arguing" and defending a variety of points of view

7. Provides a framework for a civil and respectful discussion

8. Applicable for a variety of subjects

d. The Procedures in Teaching Reading Comprehension on Hortatory Exposition Text Through Arguments on a Card Strategy

According to Brunner, there are some steps in process of Arguments on a Card strategy to get the level of understanding or comprehension in reading text. They are:[36]

1. Teacher introduces a controversial issue or topic to the class.

2. Ask a binary question (yes/no, pro/con).

3. Divide the class into two heterogeneous groups and assign each group a "side" to support or defend.

4. Assign each group relevant reading material. Each group can read different Information.

5. Tell students that their purpose for reading is to support an argument and prepare for a debate with another group.

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[36]*ibid*

6. Provide note cards to students for the purpose of recording information supporting their positions.

7. Encourage students to record as many "arguments" as possible individually or with partner.

8. After a designated period of time, ask students to bring their cards to a meeting of the larger group for the purpose of sharing all "arguments." Ask each student to share a different idea.

9. Direct groups to decide which arguments are most persuasive and to be prepared to share those arguments with the other half of the class (those representing the opposing view). At this point, each group should plan an opening statement and appoint a person to make the statement to the class.

10. After each side has made the opening statement, individuals should offer reasons and support for their position.

11. Encourage students to argue a position with which they do not initially agree. You can select a text that is appropriate for the grade of level, or based on the textbook (text can be fiction, non-fiction, or expository).

e. **Arguments on a Card Strategy toward Students' Reading Comprehension on Hortatory Exposition Text.**

Arguments on a card strategy is one of the reading strategies which it has been provided, through many studies, to have been able to improve students' reading

comprehension. Arguments on a card strategy is developed by Steele, Meridith,& Temple, 1998 to help students in comprehending text.[37]

Arguments on a Card strategy has many advantages in teaching reading and learning. First, Arguments on a Card strategy can help the students to encourage their critical and complex thinking. Second, actively engages students in the purpose for reading. Third, provides a constructive opportunity for "arguing" and defending a variety of points of view and applicable for a variety of subjects. Finally, this strategy can enhance students' curiosity about particular text. From the statement above, it is obvious that Arguments on a Card strategy is effective to improve the students' reading comprehension, so it is appropriate to be used by English teachers in teaching reading.

However, many students get difficulties in comprehending reading text. The lack of students' reading comprehension are caused by some reasons:

1. The lack of interest and concentration in reading,

2. Failure to understand words and sentences in a text,

3. Insufficient knowledge background on the students about the topic of text.

So, the using of Arguments on a Card strategy can solve the problems. It can be used to improve the students' reading comprehension.

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[37]*ibid*

B. Relevant Research

Relevant research requires some previous researches conducted by other researcher in which they are relevant to our research itself. The writer has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. A research was conducted by Ahmad Jailani 2012, an alumnus of State Islamic University of Sultan Syarif Kasim Riau, entitled: the effect of using Multipass Strategy on Reading comprehension of Hortatory exposition text of the second year students of Islamic senior high school Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura regency. This research was aimed to know the reading comprehension of hortatory exposition text of the second year students at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency, and he found that the highest percentage of classification of experimental group was 28.6% with category good. While, the result of analysis on the students reading comprehension, the mean score was 65.71. it means the students' reading comprehension of hortatory exposition text was categorized into enough category.

2. A research was conducted by Rahmi Muliati, an alumnus State Islamic University of Sultan Syarif Kasim Riau, entitled: The Effect of Using Insert (Interactive Notation System to Effective Reading and Thinking) Strategy Toward Reading Comprehension in Hortatory Exposition Text at the Second Year Students of MAN Kuok Bangkinang Barat of Kampar Regency. This

research was aimed to the reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency, and she found that there was significant effect of using Insert strategy toward reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency

C. The Operational Concept

Operational concept   is the concept used to clarify the theories used in the research. It should be interpreted into particular word in order to make it easy to measure. There are two variables of this research. The first is the effect of Arguments on a Card strategy which refers to teacher's strategy in teaching reading, and it is an independent variable(X). The second one is reading comprehension on hortatory exposition text as a dependent variable(Y).

1. Variable X is Arguments on a Card Strategy

   The indicators of arguments on a card strategy are as follows:

   1. The teacher introduces a controversial issue or topic to the class.

   2. The teacher asks a binary question (yes/no, pro/con).

   3. The teacher divides the class into two heterogeneous groups and assign each group a "side" to support or defend.

   4. The teacher assigns each group relevant reading material.

5. The teacher tells the students that their purpose for reading is to support an argument and prepare for a debate with another group.

6. The teacher provides note cards to students for the purpose of recording information supporting their positions.

7. The teacher encourages students to record as many "arguments" as possible individually or with partner.

8. The teacher asks the students to bring their cards to a meeting of the larger group for the purpose of sharing all "arguments." The teacher asks each student to share a different idea.

9. The teacher asks direct groups to decide which arguments are most persuasive and to be prepared to share those arguments with the other half of the class (those representing the opposing view), each group should plan an opening statement and appoint a person to make the statement to the class.

10. The teacher asks individual to give reasons and support for their position.

11. The teacher encourages students to argue a position with which they do not initially agree.

2. Variable Y is reading comprehension on hortatory exposition text.

The indicators of reading comprehension on hortatory exposition text are:

1. The students are able to find the synonym of the word in the text

2. The students are able to find factual information of the text.

3. The students are able to identify reference of hortatory exposition text.

4. The students are able to identify inference from hortatory exposition text.

5. The students are able to identify generic structure hortatory exposition text.

D. The Assumption and Hypothesis

1. The Assumption

In this study, the researcher assumes that:

a. The students' reading comprehension is various.

b. Arguments on a card strategy is assumed to contribute to the significant effect toward students' reading comprehension on hortatory exposition text.

2. The Hypothesis

H_01 : There is no significant difference students' pretest mean score of reading comprehension on hortatory exposition text between experimental class and control class.

H_02 : There is no significant difference students' post test mean score of reading comprehension on hortatory exposition text between experimental class and control class

H$_0$3 : There is no significant effect students' pretest and post test mean score of reading comprehension on hortatory exposition text of using Arguments on a Card Strategy in experimental class.