

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Reading

Reading is one of the important language skills especially in English. Reading cannot be separated from teaching learning process. In Indonesia reading is one skill that students should master from elementary school to university level. According to Brown, there are four skills that the students should master them at the end of their language process; they are listening, speaking, writing and reading.¹ In other words, reading is an essential part of the language.

In addition, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.² Patel stated that reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. reading is the ability to receive some information, to get pleasure, to get main idea, and sometimes we are expected to synthesize information from multiple texts or from a longer chapter or book, etc. So, everybody can improve their knowledge and get pleasure.³

¹H. Douglas Brown. *Loc. Cit.*

²David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003). P. 68

³ Murcia Celce. *Teaching English As a Second or Foreign Language*, Boston: Heinle-Heinle. 2001.p.187

Reading skill is an important tool for academic success.⁴ According to I.S.P Nation, Reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help to learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study.⁵ Reading can help the learners to gain new information and also can encourage learners' interest to learn about new vocabulary and grammar.

Understanding is very essential in reading because the purpose of reading is students can comprehend what they can get the information. According to Nunan, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension.⁶

From the ideas above, it can be stated that reading is the power to get an idea or meaning from a written text, and reading makes comprehension of what the readers read.

2. Reading Comprehension

In reading activity, the students are expected to comprehend the text. Because, if they do not comprehend the text, they can not get the meaning of the text. Reading cannot be separated from comprehension

⁴Patel, M.F and Praveen M.Jain. *English Language Teaching (Method, Tool, and Technique)*, (Jaipur: Sunrise Publishers & Distributor, 2008). P. 113

⁵ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009). P.49

⁶David Nunan, *Loc. Cit*

because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Sadoski, comprehension is understanding something, getting its meaning.⁷ Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.⁸

Commonly, the readers can read all of the text, but they can not get the meaning of the text. Thereby, the readers should comprehend the text accurately in order to gather meaning from what they read. According to Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁹ Reading is the process of getting meaning of a communication, as in a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process¹⁰.

⁷ Mark Sadoski, *Conceptual Foundations of Teaching Reading*, The Guildford Press, (New York: 2004). P. 67

⁸ Kustaryo, S. *Reading Techniques for Collage Students*. Jakarta: Departmen Pendidikan dan Kebudayaan. 1998. p.12.

⁹ Klinger, et al, *Teaching Reading Comprehension With Learning Difficulties* (New York: The Guildford Press, 2007). P. 12

¹⁰ Collin Harrison. *Understanding Reading Comprehension*. London: Sage Publications Ltd. 2004. p.51

According to Hirai, Comprehension refers to how struggling readers “make sense” of the written page in any content.¹¹ In addition, Catherine Snow says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In reading comprehension, it needs extracting and constructing meaning of the text. We can extract and construct the meaning through interaction and involvement of written language. Catherine also mentioned that comprehension entailed three elements, such as:¹²

1. The reader who is doing the comprehension
2. The text is to be comprehended
3. The activity in which comprehension is a part

In addition, Snow states that to comprehend, a reader must have a wide range capacities and abilities.¹³ These include:

1. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability)
2. Motivation (a purpose for reading and interest in the content being read and self-efficacy as the reader)
3. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

¹¹ Debra L. Cook Hirai, Irene Borego et al, *Academic Language/ Literacy Strategies for Adolescents* (New York: Routledge, 2010). P.76

¹² Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension* (Santa Monica: RAND, 2002).P.11

¹³ Catherin Snow, *Ibid*, P.14

Linda stated that Comprehension was a complex process regulated by cognitive, emotional, perceptual, and social experiences.¹⁴ It means that comprehension is not easy to get by the students. It needs some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience.

Dealing with definition above, Judy Willis said “reading comprehension covers how the brain takes new information through a variety of neural networks using patterns, categories, and relational connections, and builds the new data into comprehended knowledge”.¹⁵ Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁶

From the explanation above, it can be stated that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader’s need and purpose.

¹⁴ Linda J. Dorn and Carla Soffos, *Teaching for deep Comprehension: A Reading Workshop Approach* (New York: Stenhouse Publishers, 2005).P.14

¹⁵Judy Willis,*Teaching the Brain to Read*, Association for Supervision and Curriculum Development, Virginia USA, 2008, p. 127

¹⁶Catherine. *Reading for Understanding : Toward a Research and Development Program in Reading Comprehension*. U.S. Rand. 2002. p.11

3. Hortatory Exposition Text

a. Social Function

According to Gerot and Wignel, social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.¹⁷

b. Generic Structure

The three parts of hortatory exposition text are:¹⁸

- 1) Thesis : announcement of issue of concern
- 2) Arguments : reason for concern, leading to recommendation
- 3) Recommendation: statement of what ought or ought not to happen.

c. Language Features

According to Th. M. Sudarwati and Grace, the language features of Hortatory exposition text are:¹⁹

- 1) The use of emotive words
(e.g.: alarmed, worried)
- 2) The use of words that qualify statements
(e.g.: usual, probably)
- 3) The use of word that link arguments
(e.g.: firstly, however, on the other hand, therefore)
- 4) The use of simple present tense)
- 5) The use of compound and complex sentences

¹⁷ Linda Gerot and Peter Wignel. *Making Sense of Functional Grammar*. An Introductory Workbook: Australia. 1994. P.209

¹⁸ *Ibid*, P.210

¹⁹ Th. M. Sudarwati and Eudia Grace. *Look Ahead 2: An English Course for Senior High School Students Year XI Science and Social Study Program*. Jakarta. Erlangga. 2007. p.109

- 6) The use of modal and adverbs
(e.g.: can may, certainly, get stop)
- 7) The use of subjective opinions using pronouns
(I and we)

4. Chapter Tours strategy.

Chapter Tours is a strategy that guides or talks readers through a chapter and points out features of the text that warrant special attention. An effective tour should set up readers for comprehension by stimulating connections to prior knowledge, self questioning, imagining, inferring, determining importance and ultimately, synthesizing understanding.²⁰ Students benefit from learning how to use information in textbooks to construct meaning and improve comprehension. This strategy can be adapted to use with any text but works best with text that contains chapter introductions and summaries, chapter questions, pictures, diagrams and other graphics, and bold or colored vocabulary words or concepts.

A chapter tours is a study guide that the teacher creates to “talk” a reader through a chapter before the chapter is read. This strategy is used to alert the reader to the most important elements of the chapter. This strategy gives the reader a big picture before they begin reading²¹. Chapter tour is a form of study guide that “talks” the reader through a chapter, and points out elements of the text that warrant special attention.²²

²⁰ Doug Buehl. *Classroom Strategies for Interactive Learning: Developing Strategic Readers and Learners*. USA: International Reading Association. 2009. p 59

²¹ Doug Buehl. *Chapter Tour: Being Your Own Guide*. Comprehension Teaching Learning Activity Articles., <http://wilearns.state.wi.us/apps/Default.asp?cid=132>. 1997.

²² Lapp K Wood and J Flood. *Guiding Readers Through Text: A Review Of Study Guides*. Newark, DE: International Reading Association. 1992. p.1

The strategy can be adapted or modified to fit the text or the student. For instance, one group may be assigned to focus on the picture cues and captions, another group to focus on the big idea, and so on. Teachers may want to make a poster of the steps to display in the classroom and give students a smaller model that they can keep in their textbook. This strategy can be applied to text materials in all content areas and is appropriate for students from elementary through high school levels.

According to Buehl, there are some advantages of chapter tours strategy:²³

- a. Students learn to become front loaders when they read.
- b. Students are conditioned to make predictions about a passage, and then read to confirm or reject them.
- c. Students are provided with an “expert guide” to alert them to what is most important in a chapter and to make more systematic use of reading aids provided within a textbook.

Wood, et al said that Chapter Tours has advantages, there are:²⁴

- a. A chapter tour can help students successfully cope with their textbooks in the following respects
- b. Students are provided with an “expert guide” to alert them to what is most important in a chapter.

²³ Dough Buehl, *Op. Cit.*, p.61

²⁴ Lapp K Wood and J Flood, *Op. Cit.*, p.2

- c. Students are encouraged to look at the chapter to see the “big picture” first before tackling the individual details.
- d. Students are conditioned to make more systematic use of reader aids provided within a chapter.

5. Teaching Procedures of Chapter Tours Strategy.

- a. To begin, ask students to look at the pictures. Ask: what do the pictures seem to be about? Why do you think the author may have included these in the chapter?
- b. Ask students to read the picture captions. Ask: do the captions provide additional information about the pictures? Do the captions help confirm or change your predictions of what the chapter will be about?
- c. Ask students to look for indications of *big ideas*: words or headings in bold type, colored words, or words with their pronunciations given. Ask: do you already know any of these words? Do these words give any clues about the subject in this section?
- d. Ask students to read the first paragraph of the text (introduction) and the last paragraph (conclusion). Ask: what seems to be the major focus the chapter according to introduction and summary? What key ideas are mentioned? Based on this information, what do you think you will learn in this chapter? Why do you think so?
- e. Tell students that any questions that appear at the end of a text section or chapter very helpful when preparing to read. model this stage of the strategy by using the following example: “At the end of the section, I

see the 'Content Check 'questions. I know these questions are important because we often discuss them in class. Sometimes similar questions are on a test. The first question asks me about some vocabulary word from the section. What important terms should I know and understand after reading this section?

- f. Ask students to look at the remaining questions and ask them to consider what they will be expected to know after reading the section. Encourage them to think about the ideas information they learned from this strategy as they read.
- g. The teacher models this strategy several times with the entire class and discusses how the students can use the strategy in their own reading and learning.²⁵

B. Relevant Research

To avoid the same title used in the research, then the writer shows the relevant research, which is done by one previous student of English education department of UIN SUSKA RIAU. According to Syafi'i, the researcher is required to observe some previous researches conducted by other researcher in which they are relevant to the research you are conducting.²⁶ The same titles used in the research are:

²⁵ Valerie Ellery. *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. International Reading Association. 2009.p.57

²⁶ M.Syafii S. *From Paragraphs to A research Report: A writing of English for Acedemic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011.p. 122.

1. Repa Niati (2007), she focused on the effect of using Book Tour strategy toward reading comprehension on analytical exposition text of the second grade students at SMA 1 Pekalongan, book tour strategy is to understand how to use the features of a text to support understanding and this strategy can easily be modified for a variety of content areas. She found out that the book tours strategy helped the students to improve their reading comprehension. In her study the students were demanded to reach above 60 and the success of the application depended upon the obtained percentage of each student's score. She concluded that book tours strategy helped students to improve in reading comprehension
2. Buehl Dough (1997), he focused on the Chapter Tour: Being Your Own Guide to Comprehension, the researcher found that learning using chapter tours strategy was able to comprehend the reading materials and improve reading comprehension.
3. Khairani (2007), she focused on The effect of teacher's modeling and guided repeated reading strategy toward reading comprehension of the second grade of SMA 01 KUBU, the researcher found that learning using teacher modeling and guided repeated reading strategy could function to motivate, be able to comprehend the reading materials and improve reading comprehension especially about factual information, main idea, vocabulary, reference and inference.

C. The Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework to avoid misunderstanding and misinterpretation of this research. Syafi'i says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a researcher paper.²⁷

In order to avoid misunderstanding, it is necessary to explain briefly the variables used in this researcher. There are two variables, they are X and Y variables. Variables X is Effect of using Chapter Tours strategy (independent variable). Variables Y is Students' reading comprehension (dependent variable).

1. The indicator of variable X (Chapter Tours strategy)

- a. The students to look at the picture.
- b. The students to read the picture captions.
- c. The students to look for indications of big ideas: words or headings in bold type, colored words, or words with their pronunciations given.
- d. The students to read the first paragraph of the text (introduction) and the last paragraph (conclusion)
- e. The teacher tells the students that any questions that appear at the end of a text section or chapter are very helpful when preparing to read.
- f. The students to look at the remaining questions and ask them to consider what they will be expected to know after reading the section.

²⁷M. Syafi'i S. *From Paragraphs to A Researcher Report: A Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2007). P.122

- g. The teacher models this strategy several times with the entire class and discusses how the students can use the strategy in their own reading and learning.²⁸

2. The indicators of variable Y (students' reading comprehension)

- a. The students are able to identify the topic of hortatory exposition text.
- b. The students are able to identify the main idea of hortatory exposition text.
- c. The students are able to identify the generic structure of the hortatory exposition text.
- d. The students are able to identify the language feature of the hortatory exposition text.
- e. The students are able to identify the purpose of the hortatory exposition text.²⁹

D. Assumption and Hypothesis

1. Assumptions

There are many strategies which are effective to improve reading comprehension; one of them is Chapter Tours strategy. Chapter Tours strategy is one of the appropriate strategies to improve students' reading comprehension. So, the researcher assumes Chapter Tours strategy is useful to be implemented.

²⁸ Valery Ellery. *Ibid*

²⁹ Department of National Education. *School based curriculum syllabus of English*. 2006.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

H_0 : There is no significant effect of using Chapter Tours strategy on reading comprehension on hortatory exposition text of the eleventh grade students at MAN Lipatkain Kampar Kiri.

H_a : There is a significant effect of using Chapter Tours Strategy on reading comprehension on hortatory exposition text of the eleventh grade students at MAN Lipatkain Kampar Kiri.