CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skills that should be mastered by English learners. Reading is classified as a receptive skill that leads us to gather information. Harmer defines receptive skills as the ways in which people extract meaning from discourse they see or hear.[1] Regarding with this idea, it can be said that reading activity can not be separated from discourse. Reading and listening, which are classified as receptive skills, ask readers or listeners to interact with the discourse. In reading, readers should interact with the text. Therefore, readers should have abilities which can make them easier to interact with the discourse (text).

Talking about definition of reading, many linguistic experts had defined reading as an activity between reader and text. According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word.[2] In addition, reading requires a set of skills. Reading can not be done by readers if the readers did not accomplish themselves with set of skills which is needed to support them in their reading. These skills devide readers into successful readers or problematic

---

[1] Jeremy Harmer. *The Practice of English Language Teaching*. UK: Longman. P. 199

[2] Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill, 2005), P. 69

readers. Without these skills, the readers can not derive and make meaning of the text. According to Grabe in Murcia, there are six skills that should be had by readers. They are:[3]

a. Automatic recognition skills

Reading as a complex process needs little mental processing to recognize text, especially for word identification.

b. Vocabulary and structural knowledge

An understanding of language structure and large recognition vocabulary.

c. Formal discourse structure knowledge

Understanding of how texts are organized, and how information is put together into various genres of text.

d. Content/world background knowledge

Prior knowledge about the text and the culture that can influence the text.

e. Synthesis and evaluation skills/strategies

The ability to read and compare information from multiple sources and to decide about what information is relevant or useful for one's purpose.

f. Metacognitive knowledge and skills monitoring

The ability to use several starategies during reading.

---

[3] Marianne Celce-Murcia. Op. Cit., P. 154

When successful readers read, they bring together these six skills into their reading. in an other side, the problematic readers can not bring these six skills into their reading. Consequently, problematic readers will face many problems, and reading will be a difficult thing for them.

There are several things that can impact reading. the readers should be aware of these things. According to Peregoy and Boyle in Linse, for second-language learners there are three different elements which impact reading: background knowledge,linguistic knowledge of the target language, and the strategies or techniques to tackle the text.[4] These three elements are very important to be aware. Every reader should consider about those things in order to make them easier in their reading.

2.   The Nature of Reading Comprehension

Talking about comprehension in reading is very interesting. It is because comprehension is the key of reading.[5] The importance of comprehending text in reading is well considered by all of readers. Reading without comprehending what readers read means nothing. Some individuals equate decoding with reading. It is just because readers know how to pronounce written words correctly; it does not mean that they can read. They can be categorized as a real reader when they can comprehend what they read. It is because comprehension is the core of reading.

---

[4] Caroline T. Linse. Op. Cit., P. 69
[5] *Ibid.*

There are many definitions that experts have in order to define reading comprehension. Snow defines comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[6] Related to Snow's idea, Nell et all point out Reading comprehension as understanding a text that is read, or the process of constructing meaning from a text.[7] Therefore, it can be said that when readers interact and involve with written text they should comprehend it, because reading will be useless when they cannot understand what they had read.

Reading comprehension will not be occured without its elements. Snow said that reading comprehension needs three elements that involve in reading process.[8] They are :

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, 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).

---

[6] Chaterine Snow. Op. Cit., P. 11

[7] Charl Nel, Carisma Dreyer and Mariaan Kopper,: *An Analysis Of The Reading Profiles Of First-Year Students At Potchefstroom University: A Cross-Sectional Study And A Case Study*,." (*South African Journal of Education,* Cop yright © 2004 EASA, Vol 24(1) 95 – 103), retrieved on May 14, 2013 P. 96

[8] Chaterine Snow. Op. Cit., P. 11

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, and on the activities in which the reader is engaged.

c. The activity in which comprehension is a part

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. 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.

These three elements are very important to be had during comprehension process. Reading comprehension will not be done except these three elements work together and support each others. The reader should have ability to comprehend the text; the text that will be comprehended should be suitable with ability of the reader, and the reader should have appropriate ways during his reading activity.

3. Teaching Reading

Reading practice becomes an essential part of language teaching at every level.[9] In academic settings, reading is considered to be the central way for learning new information. Reading is also the only way that can lead students to become independent learners. Because of the importance of reading, every teacher in every educational institution is asked to teach reading and create students becoming fluent readers.

Teacher that will teach reading to students will be asked to get success in their teaching. The success of the teacher can be decided by using appropriate ways of presenting the material whether the language is acceptable and easy to be understood by the students or not. According to Murcia, there are ten ways that can be done by teacher in teaching reading. they are:[10]

a. Helping students build a large recognition vocabulary

b. Providing explicit language instruction to help students build a reasonable foundation in English language.

c. Addressing the range of skills needed for successful comprehension.

d. Introducing students to the text, so that they can be easy in capturing information.

e. Helping students become strategic readers.

---

[9] Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), P.113

[10] Marianne Celce-Murcia. Op. Cit., P. 187.

f.   Giving students many opportunities to read so that they can develop reading fluency.

g.   Making extensive reading and creating reading environment.

h.   Motivating students to read.

i.   Integrating reading and writing instruction.

j.   Developing effective instruction to create skills tasks.

These ways are very suitable to be done by the teacher to develop students becoming fluent readers. These suggested ways are also very important to be considered by the teacher because these ways can guide teacher in teaching reading.

4.   **The Nature of Expository Text**

Text is an important thing in reading. Many experts had realized the importance of text for readers because reading can not be done without text. Talking about variety of text, actually there are many varieties of text in English. But, in formal educational institution, students usually face expository text in their classroom. It is because expository text is a kind of text that is written to provide factual information about a topic, such as a science or social studies textbook, non-fiction books, and even the Internet.[11] Related to the previous idea, Gaddy in Heydari and Mustapha defined expository text as a text that by the authors to give information, to

---

[11] Chanda Addington. "*Improve Students Comprehension of Expository Text*". Wilmington College. P. 2

explain, to describe, or to persuade.[12] Based on what experts had described about expository texts above, most academic content are presenting in expository texts.

Expository text has several structures or organizational patterns that should be known. Text structure is inherent in a text's organizational pattern, which reflects the logical connections among the ideas in the text.[13] Unlike the other tipe of texts, expository text has more than one structure. Actually there are several differences from the experts in deciding how many structures of expository text are. Meyer and freedle in Holsgrove stated expository text has five structures, they are ; collection, causation, problem-solution, compare or contrast, and description. The description about each structure presented by Meyer and Freedle can be seen as follows : [14]

Table II.1

The Description of Five Expository Text Structures

Collection	Grouping by association
Description	Only distinguished from Collection by the amount of information provided. One element of the association is subordinate to

---

[12] Heydari and Mustapha. Op.Cit., P. 254

[13] Danielle s. Mc namara. *Comprehension Strategies : Theories, Interventions, and Technologies.* (New York: Lawrence Erlbaum Associates, 2007), P. 200

[14] John V. Holsgrove. "*Structure Strategy Use in Children's Comprehension of Expository Text*". (Edith Cowan University: Unpublished, 2011), P. 45

	another.
Causation (cause-effect)	The elements of the text are grouped, come before and after in time, and are causally related.
Problem-Solution	Elements are organized in the same fashion as cause /effect with the addition of overlapping elements between problem and solution, and one element of the solution 's ability to block an antecedent to the problem
Compare-contrast	Organises the main elements of the text on the basis of contrast or their similarities and differences.

Meanwhile, Gillam et al in Holsgrove reduced it into three, they are ; descriptive, sequential and comparative.[15] Although there are differences between experts in defining the structure of expository text, but it is very interesting to learn about it.

---

[15] John V. Holsgrove. Op. Cit., P. 45

The structures of expository text are very complicated. Readers need to know each structure because every structure has different ways on organization. Expository text also has signal words that can make them easier in deciding what kinds of structure the text is. Most of the expository text structures have their own set of signal words to aid in the comprehension of the information, although some authors may not use them. In order to get full understanding of expository text and its signal words, the readers need to look deeply at it. The structure of expository text and its signal words can be described as follows:[16]

a. Description

The description structure is similar to the narrative with a main idea and supporting details. A topic is given and then information pertaining to that topic. An author could use this type of structure to inform about topics, such as animals or stars. There are no signal words for this type of structure.

b. Sequence structure/collection

This type of expository structure provides information in a consecutive order. An author writing about the life cycle of a butterfly would use this type of structure. The signal words include: "first, second, third, then, next, last, before, after, and finally".

---

[16] Chanda Addington. Op. Cit., P. 3

c. Comparison and contrast structure

The comparison and contrast type of expository structure involves gathering information that is similar and different between two or more topics. The signal words most common for compare and contrast structure include: "same as, alike, similar to, resembles, compare to, different from, unlike, but, and yet".

d. Cause and effect structure

This type of expository structure presents a situation and then explains the results of the situation; some examples include environmental issues, such as an oil spill or the result of the bombing of Hiroshima. The signal words for this type of structure are: "if, so, so that, because of, as a result of, since, in order to, cause and effect".

e. Problem and solution structure

The problem and solution structure presents a dilemma to the reader, and then explains how it was resolved. Signal words to help the reader identify this type of structure are: "problem, solution, because, cause, since, as a result, and so that".

Expository text also has several chatracteristics that should be identified well by the readers. They are:[17]

a. Expository text delivers factual and real information.

b. Expository text consists of three paragraph at least.

---

[17] Joy M. Reid. *The process of composition*. (New Jersey: prentice hall regents, 1982), P. 65

c. The first paragraph will be the background of the text that consists of thesis statement.

d. The second paragraph, third, and so next will be the controlling paragraph of the first paragraph that gives explanation or support to the first paragraph.

e. The last paragraph will be conclusion.

Understanding the nature of expository text is well considered as one of the ways that can decide students to be successful or not in their education. In line with previous idea, Montelongo and Hernandez in Beyer stated that the success of the students is determined on their ability in comprehending textbooks. [18]After knowing the most of academic books are presenting in expository, they must realize that the necessity of being familiar with expository texts is very important.

5. The Importance of Text Structure Awareness in Reading Expository Text

Reading is considered as an important activity that can lead the readers to get new information. Reading is not only important in academic settings, but reading is also important in daily context. Regarding to the ideas that have been stated before, readers should agree that reading activity can not be done without text. Text is an essential thing that should be comprehended by the readers. In order to comprehend a text, readers

---

[18] Julie Beyer. "*Strategies for Helping Struggling Readers Comprehend Expository Text*". (2007), P. 3

should be aware of every thing that can lead them into difficulties during their reading activity. There are many things that can lead them to problematic readers. Lack of sensitivity of text structure is considered as one of the the reasons why reading seems difficult for problematic readers.[19] Be aware of text structure is considered as one of the keys that can help readers to comprehend the texts.

Realizing that text structure awareness is very important in reading comprehension, it is a must by the writer to define what the text structure is. According to Bradley, text structure awareness can be defined as the readers' understanding of how the texts are structured and the ways of the readers using their knowledge of text structure to construct meaning from the text.[20] Regarding to the ideas above, it can be defined text structure awareness as the use of knowledge about text structure that implied by the readers during their reading. In short, readers absolutely can imagine that the text structure awareness is very important in comprehending a text.

There are many researchers that conducted their researchs in this field. They found that text structure awareness is very important in reading comprehension, especially reading expository text. Expository text is considered as a text that is not too easy to be comprehended. Brown stated on his research report which comparing expository and narrative, he said that comprehending expository text is more difficult than comprehending narrative text. It is because narrative text is more familiar with the readers

---

[19] Danielle s. Mc namara. Op. Cit., P. 200
[20] Bradley. Op. Cit., P. 32

than expository text. Another reason stated by him is that expository text has complex structure that is not too familiar with the readers.[21] Therefore, we can say that text structure awareness plays an important role in helping readers to comprehend expository text.

The importance of text structure awareness on reading expository text is also considered well by Heydari and Mustapha, they stated that organizational patterns (text structure) can have a strong influence on reading.[22] The structure awareness of the text can help the readers in comprehending expository text although they may have some unknown vocabularies. It is legal to be said because by following the structure of the text we can predict the authors' ideas on their expository writing. For an example, when the readers are asked to comprehend a text structured by problem-solution structure. The readers who have awareness about text structure is easy to predict that the first paragraph is the introduction that consists of thesis statement, the second is used by the author to state problem, the next paragraph is used by the author to give his opinion in solving those problems, and the last paragraph is the conclusion of the text. It is easy to comprehend it when they follow the flow or the structure that is used by the author.

The ideas that have been stated before were decided that text structure awareness is very important in reading expository text. With those ideas, the importance of being aware of it seems necessary and

---

[21] Shirley Brown. "*A Comparison of Narrative and Expository Text Comprehension in Hispanic Ell Students*". (University of Central Missouri: Unpublished, 2011), P. 4
[22] Heydari and Mustapha. Op. Cit., P. 255

useful. As students' awareness of the different types of structures will help them to infer the information which is necessary to comprehend from the text, although there might be some unknown vocabulary or unfamiliar grammar.

6. The Role of the Teachers on Students' Text Structure Awareness

Considering the importance of text structure awareness, the teachers have a big responsibility to create awareness on their students toward the importance of being aware of text structure. The teachers in educational institutions can give explicit instruction to the students. Kristen Ephraim said that by beginning expository text instruction, teachers can help children to become more familiar with the structure of informational books, which positively affects their ability to read for meaning.[23] The instruction from the teachers are very important to create mental understanding of the students toward the importance of text structure awareness.

Given challenges as noted above, it is crucial for teachers to consider ways for teaching students who are struggling to comprehend expository texts. Neufeld in Beyer stated simply providing student with opportunities to read does not ensure students will develop and use comprehension strategies, but explicitly teaching comprehension skills

---

[23] Kristen Ephraim*." Reading Comprehension Instruction for Expository Text in Elementary Edecation".* (Liberty University: Unpublished, 2009), P. 7

will help students comprehend the text.[24] Therefore, If the teachers want their students to be better in comprehending expository text, they need to explicitly teach students about the structure of expository text.

B. The Relevant Research

In 2011, John V. Holsgrove conducted a research which entitled " Structure Strategy Use in Children's Comprehension of Expository Texts".[25] This study reviewed a body of literature largely written between the mid 1970s and 1990s that was concerned with the rhetorical structure of written expository text and its relationship to memory and comprehension. This dissertation followed from an argument that the earlier research often confused memory and comprehension and that it was limited in its attempt to clarify the relationship between text structure and reading comprehension. Holsgrove tried to discover what, if any, was the relationship between the structure of the reader's comprehension and the top-level structure of the text, the educational stage of the reader, and the reading comprehension ability of the reader. The researcher took a sample of 299 schoolchildren from years 5,7, and 9. They were given a task of reading three passages and carrying out an underlining task to identify the seven sentences in each passage that best captured its overall meaning. The result of this research showed that readers in several ages had abilities to apply their knowledge about text structure in their reading. The result indicated that There was a complex relationship

---

[24] Julie Beyer. Op. Cit., P. 5
[25] John V. Holsgrove. Op. Cit.

27

between the structure of the text and the structure of the reader's meaning that reflected a constructivist explanation of reading comprehension.

A research from Aila Mahirta in 2011, she conducted a research entitled "The Correlation Between Students' Ability in Identfying Kinds of Text Structure and Their Reading Comprehension at The Second Year Students of Islamic Senior High School of Rambah Sub District of Rokan Hulu Regency".[26] The sample of this research was the second grade students of Islamic Senior High School of Rambah which consists of 30 students. This research study was designed to determine if there was significant correlation between students' ability in identfying kinds of text structure (such as narrative, ecpository, and report text), and their reading comprehension. The research that was conducted by Aila Mahirta showed that there was significant correlation between students' ability in identifying kinds of text structure and their reading comprehension. It can be seen from her data analysis which used Pearson Product-Moment Formula. It was higher then r-table either at level of 5% and 1%. This research seems similar with the reseach that will be conducted by researcher later, but this research has differences in design of the research, statistical analysis of the research, hypothesis and the purposes of the research that were stated by her in the objective of the research and also reading comprehension' views which is

---

[26] Aila Mahirta. *"The Correlation Between Students' Ability in Identifying Kinds of Text Structure and Their Reading Comprehension at The Second Year Students of Islamic Senior High School of Rambah Sub District Rokan Hulu Regency"*. (Pekanbaru: Unpublished, 2011)

looked generally by her. Therefore, this research can be used as a relevant research.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are two variables: text structure awareness as (X) variable or independent variable and reading comprehension in expository text as (Y) variable or dependent variable. To measure each variable the writer identified them in some indicators as follows:

1. Students' text structure awareness, the indicators are:

    a. Students are able to identify the structure of expository text.

    b. Students can define each structure of expository text.

    c. Students are able to decide the purpose of each structures of expository text.

    d. Students can decide the signal words used in each structure of expository text.

2. Students' reading comprehension in expository text, the indicators are:

    a. Students are able to recognize topic of the text

    b. Students are able to identify information stated in text

    c. Students are able to find main idea of the text

    d. Students are able to infer supporting details of the text

e. Students are able to evaluate the structure of the text

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the higher students' text structure awareness in expository text is, the better students' reading comprehension in expository text.

2. The Hypothesis

Ha: There is a significant contribution of students' text structure awareness in expository text toward their reading comprehension in expository text of the second grade at SMAN 1 Bangko Pusako.

Ho: There is no significant contribution of students' text structure awareness in expository text toward their reading comprehension in expository text of the second grade at SMAN 1 Bangko Pusako.