

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Reading Comprehension

Reading is an important skill in English language teaching. Reading is an important activity to get knowledge from written text. According to Kalayo: “Reading is an activity with a purpose.”¹ It means that a person reads a written text in order to gain what he wants. A person read a text in order to get knowledge and new information. Besides, it is also to enjoy oneself. Then, Kalayo also states that reading is an interactive process that goes between the reader and the text, resulting in comprehension.² It means a reader not only reads a text, but he/she is also required to comprehend what the text is about. It is similar to Linda and Carla’s statement, they say:

“Reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text. So that, reading is a complex process involving network of cognitive actions that works together to construct the meaning”.³

Reading is a process to connect between the readers’ knowledge and the text in order to get the real meaning from the text and also to understand its content. It is similar to Tankersley’s opinion that “Reading is a complex process made up of several interlocking skills and

¹Kalayo Hasibuan & Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: UNRI Press. 2007. P.114

²Ibid

³Dorn J. Linda &Soffos Carla. *Teaching for Deep Comprehension*. Poertland: Stemhouse Publisher. 2005. P. 6

processes.”⁴ It means that a reader should be able to think about and evaluate what he/she is reading while he/she is processing and decoding the text. In addition, Moreillon explains: “reading is making meaning 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.”⁵

There are several components of reading. According to Grabe in Murcia, there are six general component skills and knowledge areas of complex reading process:⁶

- a. Automatic recognition skill: a virtually unconscious ability, ideally, requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge: a second understanding of language structure and large recognition vocabulary.
- c. Formal discourse structure knowledge: an understanding of how texts are recognized and how information is put together into various genres of text.
- d. Content or world background, prior knowledge of text, related information and shared understanding of the cultural information involved in text.

⁴Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. Alexandria: ASCD.2003. P.2

⁵Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association. 2007. P. 10

⁶ Anne Eddiger. *Teaching Children Literacy Skills in a Second Language*. Marianna Celcia – Murcia. *Teaching English as a Second Language of Foreign Language*. Third Edition. Boston: Heinle & Heinle. 2001. P. 154

- e. Synthesis and evaluation skill or strategies: the ability to read and to compare the information from multiple resources, to think critically about what one reads, and to decide what information is relevant or useful for one's purposes.
- f. Metacognitive knowledge and skill monitoring: an awareness of one's mental process and the ability to reflect on what one is doing and the strategies one is employing while reading.

Based on the definition above, the writer concludes that reading is an activity to comprehend and to understand the written text interactively between the reader and the text itself in order to get knowledge and new information. The pure purpose of reading is to comprehend the text. It is similar to Anderson's statement in Caroline: "The aim of reading is comprehension."⁷

Comprehension is a very crucial component in reading because it is one of the fundamental reading. According to Duffy, "Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading."⁸ It means that reading can not be separated from comprehension because the purpose of reading itself is to understand well about what the reader has been read. However, Karen states that "comprehension is a process, not a product. Readers filter understanding

⁷Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw Hill Companies, Inc. 2005. P.71

⁸Gerald. G. Duffy. *Explaining Reading: Resource for Teaching Concepts, Skills, and Strategies*. New York: Guilford Press. 2009. P. 14

through the lens of their motivation, knowledge, cognitive abilities, and experiences.”⁹ On the other hand, Linda and Carla explain:

“Comprehension is a complex process. We perceive what our brain tells us to notice. If we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind’s ability to make links and ask questions regarding the particular reading event. If the mind cannot formulate questions about the reading, true comprehension is impossible.”¹⁰

In other words, Meneghetti defines that reading comprehension is a complex cognitive ability requiring the capacity to integrate information in the text with the prior knowledge of the listener or reader and resulting in the elaboration of a mental representation.¹¹ However, Westwood also states: “reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.”¹²

Based on the explanations above, it can be concluded that comprehension is very important in reading because the main point of reading is to understand well what the text is about. On the other hand, comprehension needs the knowledge and experiences in order to notice parts of the text and to compare that sample with what he or she already knows.

⁹Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: ASDE. 2005. p. 108

¹⁰Dorn J. Linda & Soffos Carla. Loc. Cit.

¹¹Chiara Meneghetti et al. *Components of Reading Comprehension and Scholastic Achievement*. Padova Italy: University of Padova. 2006. P.1

¹²Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. Australia: ACCER Press. 2008. P.31

Reading comprehension depends on three factors:

- a. The first factor is that the reader has command of the linguistic structures of the text.
- b. The second factor is that 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.
- c. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹³

Reading comprehension has several features. According to Brown, there are some features of reading comprehension. The features are as follows:

1. Main idea
2. Expressions/idioms/phrases in context
3. Inference
4. Gramatical features
5. Detail (scanning for a specially stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea(s)
8. Vovabulary in context¹⁴

¹³Karen Tankersley. Op. Cit. P.90

¹⁴Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Pearson Education. 2003. P.206.

Reading Comprehension on Hortatory Exposition Text

A hortatory exposition text is one of the texts which is taught in Senior High School. According to Astuti, “A hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in a certain way.”¹⁵ It means that it is a text which advises the reader to do something indirectly. However, Goner explains that “a hortatory exposition is a type of written text that is intended to explain the readers that something should or should not happen or be done.”¹⁶ The purpose of hortatory exposition is to persuade the readers that something should or should not be the case.¹⁷

According to Priyana in Arista Nurhayati, “a hortatory exposition text has three generic structures. The generic structure are as follows:¹⁸

- a. Thesis. Thesis is the general statement of topic discussed. It is the main point or idea of view to be presented.
- b. Arguments. Arguments are the reasons for concern that will lead to recommendation. Arguments provide the evidence to support the thesis statement. Each paragraph identifies the particular point. The elaboration may be further description, analysis, justification, giving examples, comparing, and contrasting, etc.

¹⁵Eka Mulya Astuti. *English Zone for Senior High School Students Year XI*. Jakarta: Erlangga. 2006. P. 180

¹⁶Mike Goner. *Hortatory Exposition*. 2009. P. 1. <https://www.google.com/#q=type+of+text+for+senior+high+school+hortatory+exposition>

¹⁷Sudarwati and Eudia Grace. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga. 2007. P. 141

¹⁸Arista Nurhayati. *Implementing Interactive Reading Model to Teach Hortatory Exposition Text to the Eleventh Graders of SMAN 1 Soko Mojokerto*. Vol. 01. Surabaya: Unpublished. 2014. P. 4

- c. Recommendation. Recommendation is statement of what should or should not happen or be done based on the given arguments. It makes recommendation for readers.

Language features of hortatory exposition text are as follows:¹⁹

- a. The use of emotive words (e.g. worried, alarmed, etc)
- b. The use of words that qualify statements (e.g. usual, probably, etc)
- c. The use of words that link arguments (e.g. firstly, However, therefore, etc)
- d. The use of compound and complex sentence
- e. The use of modals and adverbs (e.g. may, must, should, etc)
- f. The use of subjective opinions using pronouns I and we

The Indicators of Reading Comprehension on Hortatory Exposition Text

- a. Identify the main idea of hortatory exposition text.
- b. Identify the generic structure of hortatory exposition text.
- c. Find out the detail information of hortatory exposition text.
- d. Identify references of the words in the text.
- e. Identify synonym of the words in the text
- f. Identify antonym of the words in the text.

¹⁹Sudarwati and Eudia Grace. Loc. Cit

2. The Concept of Prepare, Structure, Read, and Think (PSRT) Strategy

a. Definition of Prepare, Structure, Read, and Think (PSRT) Strategy

PSRT is a strategy that can be applied in English language teaching, especially in teaching reading. PSRT is abbreviation from Prepare, Structure, Read, and Think. Vaughan explains that Prepare is a step in which the teacher is to find out what the students already know. Structure is a step to help see how the text is organized. Step three, read, is simply having the students read the text. The final step is to discuss the text.²⁰ This strategy is presented by Simons. Simons designed PSRT strategy to be used with subject area lesson, which requires students learn from expository textbooks.²¹ This strategy can help students focus on what they read and develop information in order to comprehend the text well.

PSRT strategy is an appropriate strategy in teaching reading comprehension. It allows students to be active readers. Students will be easier to understand the text by using graphic overview. The graphic overview is a good way to help them understand the new information in text that they have read. In line with Simons, “PSRT requires students to recall background knowledge, link it to new ideas,

²⁰Candice Vaughan. *Teaching Strategies to Help Students with Comprehension*. London: Unpublished. 2013. P.1. http://prezi.com/xtjwq__rrxm-/teaching-strategies-to-help-students-with-comprehension/

²¹ Peter A. Wilson. *Reading in the Content Area: Its Impact on Teaching in the Social Studies Classroom*. Knoxville: Unpublished. 2009. P. 150.
http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1113&context=utk_graddiss

and use a graphic overview (a visual representation of the text organization) as they read”.²² It means that it makes students think what they have already known and connected to new idea that they got from the text because background knowledge and knowledge of text organization are crucial factors influencing comprehension. It also stated by Simons:

“Background knowledge and knowledge of text organization are crucial factors influencing comprehension. For students to gain the most from reading their content area textbooks, the teacher must guide them to link that prior knowledge with new information they will encounter”.²³

It means that teacher should give more guidance to the students in understanding the the text in order to avoid students’ misunderstanding about new information that they got in the text.

PSRT strategy also helps students to understand the generic structure of the text by using graphic overview. According to Katherine, “This strategy can improve students’ reading comprehension by helping them recognize the organization of the text and improve critical thinking skills”.²⁴ It means that the PSRT strategy also encourages students’ ability to think critically about what they have read.

From explanation the above, it can be concluded that PSRT strategy is one of the strategies that can be used in teaching reading comprehension. It is a good strategy to improve students’ reading

²²Sandra McCandless Simons. Loc.Cit

²³Ibid.

²⁴Katherine D. Wiesendanger. Loc. Cit.

comprehension. There are four steps: Prepare, Structure, Read, and Think.

b. The Advantages of Prepare, Structure, Read, and Think (PSRT) Strategy

There are several advantages of applying PSRT strategy in teaching reading comprehension.²⁵

- a. PSRT strategy helps students understand and learn from their content material and become better readers and learners in general.
- b. It helps students become more active and independent readers.
- c. Students have better idea of how to read and to study all their textbooks.
- d. PSRT strategy helps the teachers focus on their lessons and be easier in organizing it.

c. The Procedure of Prepare, Structure, Read, and Think (PSRT) Strategy

The steps in the PSRT strategy are Prepare, Structure, Read, and Think. Betty explains that the steps are as follows:²⁶

1. **Prepare.** The Prepare step includes finding out what the students already know about the concepts in the material and, if necessary, supplementing this background information. Brainstorming the key concepts should take place during this step.

²⁵Sandra McCandless Simons. Op. Cit. P. 3

²⁶ Betty D. Roe, et. All. *Secondary School Literacy Instruction the Content Areas*. Belmont: Wadsworth. 2011. P. 200

2. **Structure.** The Structure step involves helping students understand the text's organization through use of a graphic overview that is partially completed on the board with them.
3. **Read.** During the Read step, the students read the text independently for a purpose and individually complete the overview presented in the previous steps.
4. **Think.** During the Think step, a discussion of the text is held, the overview on the board is completed as a class activity, and the students summarize the text and answer higher order, teacher developed questions about it.

Simons also explains several steps in teaching reading comprehension by using PSRT strategy. The steps are as follows:²⁷

STEP I: Find out what students already know.

1. Identify key concepts in text.
2. Use brainstorming to find out what students already know about key concepts. Write responses on the chalkboard.
3. Provide necessary background information.

STEP II: Help students see how the text is organized

4. Prepare a graphic overview of the text.
5. Distribute blank overview to students.
6. Draw a blank overview on the chalkboard and help students complete part of it with information gathered in step I.

²⁷Sandra McCandless Simons. Loc. Cit

STEP III: Have students read the text.

7. Set purpose for reading.
8. Have students read the text independently.
9. Have students complete overview.

STEP IV: Discuss the text.

10. Call on the specific students to complete the chalkboard overview.
11. Ask students to summarize the text.
12. Ask questions that require students to think about the text.

From the concepts above, PSRT strategy is an appropriate strategy which can be used by the teacher in order to make an effective teaching learning process, especially in term of reading.

The Indicators of PSRT Strategy

- a. Prepare: Find out what students already know.
 1. Identify key concepts in text.
 2. Use brainstorming to find out what students already know about key concepts. Write responses on the whiteboard.
 3. Provide necessary background information.
- b. Structure: Help students see how the text is organized.
 4. Prepare a graphic overview of the text.
 5. Distribute blank overview to students.
 6. Draw a blank overview on the whiteboard and help students complete part of it with information gathered in step I.

- c. Read: Have students read the text.
 - 7. Set purpose for reading.
 - 8. Have students read the text independently.
 - 9. Have students complete graphic overview.
- d. Think: Discuss the text.
 - 10. Call on the specific students to complete the whiteboard overview.
 - 11. Ask students to summarize the text.
 - 12. Ask questions that require students to think about the text.

B. Relevant Research

1. Widiya Tri Rahayu (2012)

The title of her research is “The Effect of Using Preview, Question, Read, State, and Test (PQRST) Method towards Students’ Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru”. Her research was an experimental research. In her research, she concluded that the second hypothesis, H_a , was accepted. It means PQRST had a positive effect on students’ reading comprehension at Islamic Senior High School Babussalam Boarding School Pekanbaru.²⁸

2. Belda Suzana(2011)

The title of the research is “The Effect of Using SCROL (Survey, Connection, Read, Outline, Lookback) Strategy Students’ Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru”.

²⁸Widiya Tri Rahayu. *The Effect of Using Preview, Question, Read, State, and Test (PQRST) Method towards Students’ Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru*. Pekanbaru: Unpublished. 2012.

In her research, she concluded that the second hypothesis was accepted. It means that SCROL (Survey, Connection, Read, Outline, Lookback) Strategy improved students' reading comprehension. SCROL strategy had positive effect on students' reading comprehension at MTs Darul Hikmah Pekanbaru.²⁹

C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain the variables used in analyzing the data. Operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.³⁰ There are two variables applied in this research; variable X and Y. Variable X is using Prepare, Structure, Read, and Think (PSRT) strategy. Variable Y is students' reading comprehension on hortatory exposition text.

1. The indicator of variable X (Using PSRT Strategy)

- a. Prepare: Teacher finds out what students already know.
 1. Teacher identifies key concepts in text.
 2. Teacher uses brainstorming to find out what students already know about key concepts and writes out the responses on the whiteboard.
 3. Teacher provides students' necessary background information.

²⁹Belda Suzana. *The Effect of Using SCROL (Survey, Connection, Read, Outline, Lookback) Strategy Students' Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru*. Pekanbaru: Unpublished. 2011.

³⁰M. Syafii. 2007. *From Paragraph to Research Report: Writing for Academic Purposes*. Pekanbaru: LBSI, p. 122

- b. Structure: Teacher helps students understand how the text is organized.
 - 4. Teacher prepares a graphic overview of the text.
 - 5. Teacher distributes blank overview to students.
 - 6. Teacher draws a blank overview on the whiteboard and helps students complete part of it with information gathered in step I.
- c. Read: Teacher asks students to read the text.
 - 7. Teacher sets purpose for reading.
 - 8. Teacher asks students to read the text independently.
 - 9. Teacher asks students to complete graphic overview.
- d. Think: Teacher and students discuss the text.
 - 10. Teacher callson the specific students to complete the whiteboard overview.
 - 11. Teacher asks students to summarize the text.
 - 12. Teacher asks questions that require students to think about the text.

2. The indicators of Variable Y (Student's Reading Comprehension on Hortatory Exposition text)

- 1) The students are able to identify the main idea of hortatory exposition text.
- 2) The students are able to identify the generic structure of hortatory exposition text.

- 3) The students are able to find out the detail information of hortatory exposition text.
- 4) The students are able to identify references of the words in the text.
- 5) The students are able to identify synonym of the words in the text.
- 6) The students are able to identify antonym of the words in the text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students taught by using PSRT strategy have better reading comprehension achievement. Furthermore, the better implementation of PSRT strategy in reading subject is, the better students' reading comprehension will be.

2. Hypotheses

H_0 : There is no a significant difference between the students' reading comprehension on hortatory exposition text taught by using PSRT strategy and taught without using PSRT strategy of the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah Indragiri Hilir Regency.

H_a : There is a significant difference between the students' reading comprehension on hortatory exposition text taught by using PSRT strategy and taught without using PSRT strategy of the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah Indragiri Hilir Regency.