

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skill and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process.

Reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation. Reading also provides the foundation for synthesis and critical evaluation skill. In addition, reading is primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.¹ Reading is receiving a written text in order to understand its contents. Furthermore, according to Murcia, Reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own though activities which can help them to analyze text, such as summarizing passages, determining main idea, following the argument in the text.²

¹ *Ibid*, Marianne Celce-Murcia, P.187

² *Op. Cit*, Marianne Celce-Murcia, P. 200

Penny³ states that when someone needs a success in reading, he or she must know well about the characteristics of efficient reading. They are as follows:

a. Language

The language of the text is comprehensible to the learners.

b. Content

The content of the text is acceptable to the learners they know enough.

c. Speed

The reading progress is fairly fast, mainly, because the reader has automated recognition of common combination, and the reader does not waste the time working out each word of group of words to learn.

d. Attention

The reader concentrates on the significant bits and skim, the rest may even skip parts he or she knows to be significant.

e. Prediction

The reader thinks a head hypothesis and predicts it.

f. Background information

The reader is motivated to read by interesting content or challenging task.

g. Purpose

The reader is aware of a clear purpose in reading.

³ Penny Ur, *A course in Language Teaching*, (Cambridge: University Press, 2009), p. 148

h. Strategies

The reader uses different strategies for different kinds of reading.

Based on the definition above, the writer can conclude that reading comprehension is the ability of the students to find out the meaning, main idea, and to get more information of the text quickly and correctly.

2. Reading Comprehension

Reading Comprehension is the process of making meaning from text. The goal, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.⁴ Supported by Snow statement that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁵ Then, according to Janette 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.⁶

To read the text the reader must decode what the text literally says but at the same reader must bring their knowledge to the text to determine what the text actually means (to reader).⁷ Grabe in

⁴ *Ibid*, Gary Woolley, P.15

⁵ Catherine Snow, Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, (U.S: RAND EDUCATIONAL, 2002), P.206

⁶ Janette K. Klingler, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (THE GUILFORD PRESS, New York London, 2007), P.2

⁷ Martin Montgomery, et al., *Ways of Reading: Advance Reading Skill for Students of English Literature*, (New York: Routledge, 2007), P.20

Marianne Celce-Murcia⁸ stated that in process of reading, there are six general component skills and knowledge areas encompass:

a. Automatic recognition skills

A virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.

b. Vocabulary and structural knowledge

A sound understanding of language structure and a large recognition vocabulary.

c. Formal discourse structure knowledge

An understanding of how text are organized and how information is put together into various genre of text (e.g., a report text, a letter, a narrative).

d. Content/ world background knowledge

Prior knowledge of text-related information and shared understanding of cultural information involved in text.

e. Synthesis and evaluation skills/ strategies

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

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.

⁸ *Op. Cit*, Marianne Celce-Murcia, P. 154

Based on the definition above, the writer can conclude that reading comprehension is a process when the reader can construct the meaning of reading text while they are reading the text. It involves understanding structure and lexicon related to the reading text.

3. The Nature of Hortatory Exposition Text

Hortatory Exposition is a type of English text that belongs to the class of Argumentation. Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. Exposition is based on a thesis and supporting reasons or arguments and can be either analytical (persuades that the thesis is well formulated) or hortatory (persuades to [do what the thesis recommends])⁹ According Robertson from Martin Hortatory Exposition is designed to persuade people to do something.¹⁰

Then, generic structures of Hortatory Exposition text are:

- a. Thesis: Statement or announcement of issue concern
- b. Arguments: Reasons for concern that will lead to recommendation
- c. Recommendation: Statement of what should or should not happen or be done based on the given arguments.

Indeed, language feature of Hortatory Exposition text are:

- a. Using the simple present tense
- b. Using temporal connectives; firstly, secondly, thirdly, etc.

⁹ Dionysis Goutsos. *Modeling Discourse Topic: Sequential Relations and Strategies in Expository Text*, (Norwood, New Jersey: Ablex Publishing Corporation, 1997), P. 37

¹⁰ Paul Robertson Roger Nunn. *The Study of Second Language Acquisition in The Asian Context*, (Asian EFL Journal Press, 2006), P.297

- c. Using evaluative words; importantly, valuably, trustworthily, etc.

4. Common (and Uncommon) Denominators Strategy

When teaching, we have to know what we want to do, what for, how we are going to do it, and what we need in order to achieve that. This refers to approach, method, techniques and strategies. We have to make no mistake between these terms. An approach distinguishes from method in the sense that it is more general and it is based on assumptions and theories.

The method is based on a selected approach and it is the presentation of language in an operational way. In order to develop the method we have to carry out specific techniques and strategies according to the objective we have established when selecting a method. However, techniques are not the same as strategies. Technique is a procedure or skill for completing a specific task and strategy is the way we are going to perform the task. The word *strategy* comes from two ancient Greek roots: *Stratos*, meaning “multitude” or “that which is spread out,” and *again*, meaning “to lead” or, we might say, “to bring together”¹¹. In this way, strategies work like a kind of open-ended script that helps both teachers and students move thoughtfully toward their goal. This strategy included as a direct strategy.

The strategies used directly in dealing with a new language are called direct strategies. The direct strategies are beneficial to the

¹¹ Harvey F. Silver, Richard, Matthew , *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every lesson*, (Alexandria: Association for Supervision and Curriculum Development, 2007), pp. 1

students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language. The teacher uses the strategy in class to make learning process is more interesting for students activity.

Common (and Uncommon) Denominators as an instructional tool has many benefits. The students are doing one or several close readings of the text in order to find multiple common denominators. This means looking closely for causes, effects, common specialized vocabulary, events, motivations, people, time period, and so on that lie beneath a superficial reading or skimming of the text.¹² You will work in teams to record key points from your reading, and then prepare a presentation.

The procedures of Common (and Uncommon) Denominators strategy are:

1. Decide on a topic you want students to explore, think about, and discuss.
2. Find two texts that will provide them with that opportunity. In this case, I have used a nonfiction. If students are struggling readers, try two visual instead: maps, charts, photographs, or other illustrations.
3. Invite students to work with a partner to uncover as many common denominators as they can between the two texts.
4. Use students discoveries to focus the pre reading discuss

¹² *Ibid*, Janet Allen , P.13

5. Revisit the text to add additional information post reading.

5. Teaching Reading by using Common (and Uncommon)

Denominators Strategy

Brown¹³ defined teaching as showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. Teaching reading is that a job as teacher, helping the students to read by giving instruction, guiding them, providing with knowledge until they are able and understand in reading.

Based on the description above, in learning process, as a teacher we need strategy to make students comprehend about content text. The best strategy toward students reading comprehension is Common (and Uncommon) Denominators Strategy. According to Janet Allen¹⁴ from (Sanderson 1999) The Common (and Uncommon) Denominators Strategy is an instructional tool that support close reading of paired texts. Students are provided with two articles, pictures, or other sources of information. They are then instructed to read the texts and find all the areas where the two texts have common elements. The emphasis is on finding as many element as possible rather than one common denominator. Common (and uncommon) denominator expands this tool by giving students the opportunity to examine the unique information in each writing as well as the

¹³H. Douglas Brown, *Principles of Language Learning And Teaching* , (San Fransisco: Addison Wesley Longman, Inc, 2000), P. 7

¹⁴ *Ibid*, Janet Allen , P.13

commonalities. Common (and Uncommon) Denominators as an instructional tool has many benefits. The students are doing one or several close readings of the text in order to find multiple common denominators. This means looking closely for causes, effects, common specialized vocabulary, events, motivations, people, time period, and so on that lie beneath a superficial reading or skimming of the text. This Strategy can be used in teaching and learning process toward reading comprehension. There are some steps in conducting Common (and Uncommon) Denominators strategy in the classroom, especially in teaching and learning reading. The steps are: ¹⁵

1. The teacher decides on a topic want students to explore, think about, and discuss.
2. The teacher finds two texts that will provide them with that opportunity. In this case, I have used a nonfiction text. If students are struggling readers, try two visual instead: maps, charts, photographs, or other illustrations.
3. The teacher invites students to work with a partner to uncover as many common denominators as they can between the two texts.
4. Use students discoveries to focus the pre reading discuss
5. The teacher revisits the text to add additional information post reading.

¹⁵ *Ibid*, Janet Allen , P.13

B. The Relevant Research

This research has relevant research with other researches. First, a research from Rima Kumala Sari in 2011, she conducted a research “The effect of story mapping strategy toward reading comprehension at the second year students of MAN 1 Pekanbaru”. She found the significant effect of story mapping strategy to improve students’ reading comprehension. She conclude that teaching reading by implementing story mapping strategy at the second year students of MAN 1 Pekanbaru was better than without implementing story mapping strategy. It is the same as this research, but the researcher uses the different strategy from her.¹⁶

Second, a research from Gusmiati in 2012, she conducted a research “Teaching Reading Comprehension Through Common (and Uncommon) Denominators strategy”. She found the significant effect of Common (and Uncommon) Denominators strategy to improve students’ reading comprehension. She conclude that teaching reading by implementing Common (and Uncommon) Denominators strategy was better than without implementing Common (and Uncommon) Denominators strategy. Based on research conclusion above, it is known

¹⁶ Chiang, Chiu-Ling, “The Effect of Graphic Organizers on Taiwanese Tertiary Students’ EFL Reading Comprehension and Attitudes towards Reading in English”, (Sydney: Unpublished, 2005), P. 17

that Common (and Uncommon) Denominators Strategy gives significant effect for teaching reading comprehension at Senior High School.¹⁷

Based on the explanation and relevant research above, the writer is interested in conducting a research entitled **“The Effect of Using Common (and Uncommon) Denominators Strategy on Students’ Reading Comprehension at Senior High School 3 Tapung Kampar”**.

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 research, there are two variables: Common (and Uncommon) Denominators strategy is (X) variable and reading comprehension is (Y) variable. To measure each variable the writer identified them in some indicators as follows:

1. Using Common (and Uncommon) Denominators Strategy as the X variable, the indicators are:¹⁸
 - a. The teacher decides on a topic what students to explore, think about, and discuss.
 - b. The teacher finds two texts that will provide them with that opportunity. In this case, I have used a nonfiction text. If students are struggling readers, try two visual instead: maps, charts, photographs, or other illustrations.

¹⁷Gusmiati, *Teaching Reading Comprehension Through Common (and Uncommon) Denominators strategy*, (Padang: STKIP PGRI,2012), Vol 1 No 4

¹⁸ *Ibid*, Janet Allen , P.13

- c. The teacher invites students to work with a partner to uncover as many common denominators as they are between the two texts.
 - d. Use students discoveries to focus the pre reading discuss
 - e. The teacher revisit the text to add additional information of post reading.
2. The students' reading comprehension as the Y variable, the indicators are:
- a. The students are able to find the main idea of Hortatory Exposition text.
 - b. The students are able to identify reference of Hortatory Exposition text.
 - c. The students are able to identify generic structure of Hortatory Exposition text.
 - d. The students are able to identify language features of Hortatory Exposition text.
 - e. The students are able to identify the meaning of the words, synonym or antonym of Hortatory Exposition text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that there is an effect of using Common (and Uncommon) Denominators Strategy on students' reading comprehension of the eleventh grade at Senior high school 3 Tapung Kampar.

2. The Hypothesis

- a. H_0 : There is no significant difference between students' reading comprehension who are taught by using Common (and Uncommon) Denominators Strategy and those who are taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar.
- b. H_a : There is a significant difference between students' reading comprehension who are taught by using Common (and Uncommon) Denominators Strategy and those who are taught without using Common (and Uncommon) Denominators Strategy of the eleventh grade at Senior High School 3 Tapung Kampar.