CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literatures describes what the literature is used. Some literatures describes some definitions and some explanation. This chapter discusses about the definition of reading, reading comprehension, reading strategy, teaching reading, Explanation text, PLAN strategy, the benefits of PLAN strategy, procedure of using PLAN strategy, and previous research

A. Reading

a. The Definition of Reading

Reading is the skill which should be mastered by the students. According to Brown (1994:217), there are four skills in English that should be mastered. They are listening, speaking, reading, and writing. Reading is an important activity in human life which can update their knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (Patel and Praveen, 2008:114). In this process, the readers try to create the meaning intended by the writer, the reader can get the message from the writers write, and writers' meaning sense.

Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Similarly, Moreillon (2007:10) states that reading is making meaning from print and from visual information. In addition, Pang (2003) states reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading is an active process which consists of recognition and comprehension skill. According to Ediger (2003), the process of reading may be broadly classified into three stages:

1. The first stage is the recognition stage. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2. The second stage is the structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

From all these definition, it can be conclude that reading as a receptive skill that more complex. Understanding from the writer's message is a principle of reading. As a readers, they will use of background knowledge, must have vocabulary and grammatical knowledge, place themselves in the text, as well as recall what they read. It also can be said that reading is a process of making meaning of words, and connecting the text.

B. Reading Comprehension

a. Definitions of Reading Comprehension

Generally, people think that reading as an inactive skill simply just sit and read without produce a factual product like in speaking or writing. Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible

(Grellet,1981:3). In addition, Klengner (2007:2) indicates that 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. It means that reading comprehension is ability to understand the meaning, decoding the word, and correlation between main idea expressed in the text. He also summarized that reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully.

For many people, reading is an enjoyable, intense, private activity, from which much pleasure can be derived and in which one can become totally absorbed (Alderson, 2000:28). Comprehension means the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, 2003:6).

Richard (1985:483) write there are four different types of reading comprehension, as follow:

a) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

b) Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).

c) Critical or evaluative comprehension reading in order to compare information in a passage with the reader's own knowledge and values.

d) Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Based on definition above, the meaning of reading comprehension is the ability to find out an implicit or explicit purpose of the text. In the other word reading comprehension means understanding an information conveyed by writes. It also refers to ability to decoding the word in the text, understanding the main idea in the text, and correlation between idea expressed in the text.

C. Reading Strategy

In process of learning, the teacher must create the classroom effectively. Learning is a way that teacher do to create the class effectively for students (Abidin, 2012:77). Therefore, strategy here must be created in order to the students can study effectively and more active in learning process. Brown (2000:113) defined, strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. In addition, McNamara (2009) states

that strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender. Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability (Nunan, 2003:76).

Many researchers have various definition of reading strategy. According to Cohen (1986) in Ebrahimi (2012), reading strategies are those mental processes that readers consciously choose to use in accomplishing reading tasks. Reading strategies are referred to as behaviors that a reader engages in at the time of reading and that are related to some goals, or as the mental operations or processes involved when a reader purposefully approaches a text to make sense of what he reads (Cook and Mayer, 1983; Barnett, 1989; Cohen, 1990, cited in Faizah, Norzain, and Zalizan:2010). In addition, Richard and schmidt (1985:485) state that reading strategy is ways of accessing the meanings of texts, which are employed flexibly and selectively in the course of reading and which are often under the conscious control of the reader. Strategies serve to make the reading process more effective.

D. Teaching Reading

Teaching is an activity that showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand, and give new knowledge (kimble and Garmezy, 1963 in Brown, 2000:7).

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown, 2000:7). Meanwhile, learning is getting of knowledge of a subject or skill by study, experience, and instruction. The definition above, we can conclude that teaching is helping, giving instruction, providing with knowledge, and give new knowledge. Here, teacher is subject who will help and give new knowledge, because teacher has an obligation to help students in acquiring the second language.

1. Teaching Reading Comprehension

In teaching reading comprehension, the teachers need to apply some strategy in order to the students are able to comprehend in reading the text. Brown (2000:306-311) states that there are ten strategies can be applied in the classroom techniques, as follow:

a) Identify the purpose in reading

It refers by knowing the purpose in reading a text, reading becomes efficient clearly. By doing so, the reader know what the readers are looking for and can find out an information in the text.

b) Use graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties of students encounter in learning to read is making the correspondences between spoken and written English. The teacher

should teach how to read sound words with long vowel sound, such (*time, bite, late,* etc) and short vowel sound like (*but, him, leg,* etc) (Brown, 2000:306).

c) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In intermediate to advanced learner, teacher can apply fast reading in order to reduce time consuming the students. They do not need to pronounce each word to yourself, do not need to know the meaning of each word but infer the meaning of the context is important to comprehend the text (Brown, 2000:308).

d) Skim the text for main ideas

Skimming consist of quickly running one's eyes across a whole text. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of developing or supporting ideas (Brown, 2000:308).

e) Scan the text for main ideas

Scanning consist of quickly searching for some particular piece of information the text. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2000:308).

f) Use semantic mapping or clustering

Reader can summarize a long string of ideas or events by grouping the important key that they get in reading. The strategy of semantic mapping or grouping ideas into meaningful cluster, helps the reader to remember the message of the text (Brown, 2000:308).

g) Guess when you aren't certain

According to Brown (2000:309), this is an extremely broad category. Learners can use guessing to their advantage to:

- Guess the meaning of word

- Guess a grammatical relationship

- Guess a discourse relationship

- Infer implied meaning

- Guess about a cultural reference, and

- Guess content messages.

h) Analyze vocabulary

If the learners do not immediately know a word to make a guessing is analyze in term what they know about it. some techniques are useful to help it, such as look for prefixes that may give clues, look for suffixes that may indicate what part of speech in it, and look at the semantic context or topic for clues (Brown, 2000:310)

i) Distinguish between literal and implied meanings

Not all language can be interpreted appropriately an application sophisticated top-down processing skills. By attending to its literal, syntactic surface structure makes special demands on readers.

j) Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can enhance student's reading efficiency (Brown, 2000:310)

In addition, Roit (2015) states that there are four strategy how to teach reading comprehension, as follow:

a) Direct Explanation

Here, the teacher explains to students why the strategy helps comprehension and when to apply the strategy.

b) Modeling

Here the teacher models, or demonstrates the strategy.

c) Guided Practice

The teacher guides and assists students as they learn how and when to apply the strategy.

d) Application

The teacher helps students practice the strategy until they can apply it independently.

From those the strategy above, the teacher can use those strategies in the classroom to decrease the student's difficulties in reading comprehension. In addition, the students should be a strong reader in order to immediately become a good reader. So that a strong reader can help students in comprehension all subject and competent on their future.

2. Principle of Teaching Reading

Nunan (2003:74) said that there are eight principles of teaching reading as follow:

a) Exploit the reader's background knowledge

Reader's background knowledge can influence reading comprehension (Carrell, 1983, Carrell and Connor, 1991 in Nunan, 2003). Background knowledge include all experience that readers bring in the text, like life experiences, educational experiences, knowledge of how texts can be organized rhetorically. Background knowledge can enhance reading comprehension significantly that activated by setting goals, asking questions, making prediction, teaching text structure, and so on (Nunan, 2003:74).

b) Build a strong vocabulary base

Vocabulary is important to successful reading. Vocabulary should be explicitly taught and the readers use it in context to guess the meanings of less frequent vocabulary.

c) Teach for comprehension

In teaching comprehension, there are two aspect to comprehend in this skill, that is cognition and metacognition. Cognition means as thinking, and metacognition means as thinking about our thinking. In order to teach for comprehension, it is belief that readers must monitor their comprehension processes and be able to discuss with the teacher and fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills (Nunan, 2003:75)

d) Work on increasing reading rate

Here, the teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. One focus here is to teach readers to reduce their dependence on a dictionary. Skills in the reading such as scanning and skimming get students in different way (Nunan, 2003:76).

e) Teach reading strategies

To get the desired result in teaching, the students need to learn how to use a range of reading strategy that appropriate their purpose for reading. A good technique to sensitize students to the strategy they use is to get them to talk about their thought processes as they read (Nunan, 2003:76). It means that strategy in teaching reading is an active role for readers. The teacher should use an appropriate strategy to teach reader in comprehending reading.

f) Encourage readers to transform strategies into skills

When learners are faced a context and they must guess meaning from it, it refers to list as a strategy and a skill in reading texts. The use of the strategy is conscious during the learning and practice stage. As the ability to guess unfamiliar vocabulary from context becomes automatic, the reader moves from using a conscious strategy to using an unconscious skill (Nunan, 2003:77). It is a goal for explicit strategy instruction that is move readers from conscious of reading strategies to unconscious use of reading skills.

g) Build assessment and evaluation into your teaching

Assessing in reading skill requires in order to know as far as reader's ability in reading. Teachers must give an assessment to their students in the reading classroom to measure the student's ability.

h) Strive for continuous improvement as a reading teacher.

The successful of foreign language readers is depend on the quality of the teachers. The teacher need to be passionate about their work (Nunan, 2003:77). Anders, Hoffman, and Duffy, 2000 in Nunan, 2003:77 define that the good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process.

E. Explanation Text

1. Definition of Explanation Text

An explanation is written to explain how and why something in the world happens. According to Anderson and Anderson (1997:80) cited in Desitawardhani (2014:36) explanation text is type tells about how or why something occurs. Explanation genres also require students to demonstrate knowledge and understanding, and to answer questions, such as 'What is x?', and additionally expect students to explain how something works or functions. The explanations themselves are intended to demonstrate current shared knowledge and understanding (Nesi and Gardner, 2012:36).

The researcher concludes that explanation text is a text explain about the process or phenomenon, events or action. It also used to explain the fact of knowledge and understanding.

2. The Generic Structure and Language Features of Explanation Text

According to Hartono (2005:7) the structure of explanation text include a general statement to position the reader which is introducing the topic or process being explained, and a sequenced explanation of why or how something occurs.

According to Brown. S (2013:50) the structure of explanation text as follows:

1. Title

Explanations have a title that prepares and leads the reader to the text. This can appear in a variety of forms from a heading that names the action to a how and why question or a problem that is to be answered by the explanation.

2. General statement

The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

3. Sequenced statements

At this stage students' explanations are developing causal relationships as well as sequential ones. The logically sequenced paragraphs explain why or how something happens rather than focusing on an object. The explanation sequence should consist of

a series of happenings, actions, causes or processes that are the focus of the text type.

4. Concluding statement

An optional concluding statement can tie up the explanation.

To create a good paragraph about explanation text, the students have to consider some language features in arranging the text. The first is using of simple present. The verbs in simple present will change by adding 's' if the subjects are 'she, he, it'. The second is using of complex noun groups to build detailed descriptions. Then using passive voice. It is often used when make an explanation text. Next, the students have to consider the using of explanation text to give details about what, why, or how something happened and using cause and effect word to show the explanation of phenomenon, like because, caused by and as a result of.

Table 2.1 The Example of Explanation Text

Recycling is a collection processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products. In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing	A general statement
Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.	A sequenced explanation of why or how something occurs
Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).	Closing or conclusion

(Source: Priyana, Muhammad, and Machfutra (2008:143) *Interlanguage: English*

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F. Definition of PLAN (Predict, Locate, Add, and Note) Strategy

According to Caverly, Mandeville, dan Nicholson (1995) Predict, Locate, Add, and Note (PLAN) is a reading strategy that students use before, during, and after content area reading. This strategy incorporates met cognitive strategies to assist middle school through college level students in selecting the appropriate strategies for a particular task in comprehension. In addition, According to Radcliffe et aI. (2004) cited in Seagrave (2006) state that the PLAN reading strategy was defined as an instructional approach designed to aid students in understanding and analyzing a textbook. Cohen and Cowen, (2008:219) cited in Saputri (2016) define that PLAN is an appropriate strategy used in teaching and learning reading especially to improve students comprehension in science text or textbook.

Based on explanation above PLAN (Predict, Locate, Add, and Note) is a strategy developed for textbook reading and the reader puts the main ide of the passage in their own words, and then help the students summarize in content of the reading selection.

G. The Benefits of PLAN (Predict, Locate, Add, and Note) strategy

According to Seagrave (2006), there are five advantages of PLAN strategy in teaching reading. First, PLAN strategy facilities active reading. Caverly et al (1995) cited in Seagrave (2006:8) states that PLAN strategy taught students to develop ownership for their own reading comprehension. Here, Students interact more with the text as they must

create their prediction into a map. And then PLAN strategy engages students' background knowledge of the topic that simultaneously build their interest and motivation to read. Best (2005) cited in cited in Seagrave (2006:8) defined that the main advantage of activing of prior knowledge was that students gained access to related information and built upon it to make inferences and restructure misconceptions. This strategy also encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. It also helps students to recognize text construction easily. Creating concept map helps students to visualize the ideas in the text that will monitor their comprehension.

H. The Procedures of PLAN (Predict, Locate, Add, and Note) Strategy

The implementation of PLAN strategy is to provide a lot of guidance, practice, and opportunities to work, so that the students can learn how to preview a reading and make a predictions, determine new information and known information in concept maps, add information or ideas to develop or expand in the map and reorganize detailed information on the map.

The procedure of PLAN strategy, as follow:

1. Predict

    The students choose the reading passage that distribute copies to students, then the students observe quickly the text and make prediction about its content.

2. Locate

   The students locate what they have known and unknown about the information that exist in the text on the map by giving check marks to familiar concept and question marks to unfamiliar concept. Then the students estimate the prior knowledge about the topic of the text.

3. Add

   The students understand the concept by adding the information to complete the map.

4. Note

   The students present the map that have been created and discuss their new knowledge to fulfill the task.

I. Previous Research

The first research was written by Ramadanis (2012), a students of English Department of State Islamic University of Sultan SyarifKasim Riau Pekanbaru. His research title was *The Effect Of Using Predict, Locate, Add, And Note(Plan)Strategy Toward Reading Comprehension In Narative Text Of The Second YearStudents At Budi DharmaSenior High SchoolDumai.* His research was aimed to find out the students' ability in comprehending narrative text by using Predict, Locate, Add, and Note (Plan) strategy. Based on the result of the research, by using this strategy, teacher could improve students' reading comprehension, and according to

data from the result of test and observation, it was showed that by using this strategy was highly effective to improve students' reading comprehension. There are some differences and similarities between this currents study and Ramadanis' study. The similarities are on the dependent variable (i.e: reading comprehension) and independent variable (i.e: Predict, Locate, Add, and Note (Plan)). The difference is Ramadanis used narrative text to be improved while in this study the researcher was used explanation text.

The second research was written by Novita, a students of English Department of STKIP PGRI Sumatra Barat. Her research title was *Teaching Reading By Combining Plan (Predict-Locate-Add-Note) And Story Impression Strategy At Grade Eight Junior High School*. Her research was aimed to find out both strategies are effective in reading. Based on the result of the research, by combine this strategy, teacher should have good understanding about PLAN and story impression to help her to figure out her reading and could improve students' reading skill. According to data from the result of observation it was showed that by combine this strategy was effective to improve students' reading skill. There are some differences and similarities between this currents study and Novita's study. The similarities is novita's study use PLAN strategy in teaching reading. The differences are 1) she combines both strategy Plan (Predict-Locate-Add-Note) And Story Impression Strategy in teaching reading, 2) Novita involve Junior high school students, while the

researcher was taken eleventh grade students of Senior High School of Darul Huda WonodadiBlitar.

The third previous related research entitled *"Keefektifan Strategi PLAN (Predict, Locate, Add, and Note) Dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP Negeri 4 Sleman"*. It was written by Saputri (2016). The aim of her study was to know the significant effect of using Predict, Locate, Add, and Note (PLAN) strategy in students' reading comprehension at SMPN 4 Sleman. The result of this study revealed that students' reading comprehension of the experimental group was developed. There are similarities and differences of this current study and Saputri's study. The Similarities are 1) Saputri used the same strategy, that is Predict, Locate, Add, and Note strategy, 2) Saputri also used the same skill to be improved, reading comprehension. Meanwhile the differences are 1) Saputri involved Junior High School, while the researcher will take eleventh grade students as Senior High School of MA Darul Huda WonodadiBlitar. 2) both of the current study and Saputri's study used the different kind of text, the current research will use explanation.