CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the several related topics that will stress on the implementation of this research. This chapter presents reading comprehension, teaching Reading, the definition of analytical exposition text, 3H strategy, and previous study.

A. Reading

1. The Definition of Reading Comprehension

Reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning, (Yohana, 2017:59). Reading is essentially a complex that involves a lot of things, it is not just recite the writing, but also involves visual activity, thought, psycholinguistic and metacognitive.

Reading is one of the basic language skills to be learned by students. Through reading they will get a lot of information and knowledge. Reading is a process to get message or information from the writer through printed media. Anthony, Pearson & Raphael (1993:284) say that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written

language, and the context of the reading situation. Reader's knowledge, skill, and strategies include:

(1) Linguistic competence is the ability to recognize the element of writing system, knowledge of vocabulary, knowledge of how words are structured into sentences

(2) Discourse competence is knowledge of discourse markers and how they connect part of the text to one another

(3) Sociolinguistic competence is knowledge about different types of the text and their structure and content

(4) Strategy competence is the ability to use top down strategies as well as knowledge of the language (bottom up strategies).

Besides, students not only get information from books, but also through reading various types of written texts such as, newspaper, journals, articles, magazines, and other various types of writing.

Kelly (2007) stated that reading as an active process in which readers interact with text to reconstruct message of the author. According to Oyetunde (2009) stated that reading is complex process integrating all aspect of human behavior and demanding varied and continued instructional guidance to read accurately, and effectively, to appraise what is read, and to relate what is a read in a significant way to other areas of life. Reading related to understanding message of text from author. Moreover, we can give valuable lessons to be applied in our life by reading. It can be concluded

that reading is an active process to get new information and understanding the meaning which is needed by readers.

Comprehension is one of the characteristics of reading. According to Mikulecky and Jeffies (2007) comprehension is the understanding of the text by connecting the reader's background knowledge. According to smith (2008) states as follows (ningtyas:2015) "Comprehension may be regarded as relating aspects of the world around us including what we read to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read".

Comprehension is not only need in students' reading activities, but also to measure the ability of each student in classroom. According to Hornby (1995:235) "comprehension is means and has excessive aimed in improving or testing one's understood of a language whether written or spoken".

Carrel (1993) states that "reading comprehension in general viewed is the result from the four-way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem-solving situations.

Reading is more than just knowing what you read; it is also about feeling and connecting with the text. According to Woolley (2011:15) reading comprehension is the process of making meaning of the text. He

further explains that the aim of reading comprehension is to get the entire understanding about what it is presented in the text rather than to gain the meaning from the isolated words or sentences. Based on Grellet (2010:3) defines reading comprehension as "Understanding a written text means extracting the required information from it as efficiently as possible". Reading comprehension is a process to understanding a text. In understanding text information, the students can develop mental models or representation meaning of the text during reading process. Klingner (2007:2) stated reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting words.

It is concluded that, reading comprehension is the process of reading a written word, not only understand word by word but also understand the meaning of the words which are linking together since the purpose of reading is to acquire ideas or information from the text.

2. **Strategies for Reading Comprehension**

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-top and top-down process. Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension, such as:

(1) Identifying the purpose of reading

(2) Using graph emic rules and patterns to aid in bottom-up decoding

(3) Using efficient silent technique

(4) Skimming the text for main idea

(5) Scanning the text for specific information

(6) Using semantic mapping or clustering

(7) Guessing when you are not certain

(8) Analyzing vocabulary

(9) Distinguishing between literal and implied meaning

(10) Capitalizing on discourse markers to process of relationship.

3. **Types of Reading Comprehension**

Reading comprehension is an activity mean to extract certain kinds of information from English text. Reading as foreign language may face some difficulties such as: difficult word, difficult to get information from passages and difficult to make a conclusion of the passages.

There are six types of comprehension can be used to help students become more interactive readers (Day R.:2005):

a. Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and location. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

c. Inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction involves students using both their understanding the passage and their knowledge of the topic and related matters in systematic fashion to determine what might happen next or after story ends.

e. Evaluation requires the learners to give a global or comprehensive judgment about some aspect of the text.

f. Personal response requires readers to respond with their feelings for the text and subject.

B. Teaching Reading

Teaching is an activity to extend learning material to students. According to Harmer (2007:23) teaching is not easy job, but is necessary one, and can be very rewarding when see our students' progress and know that we have helped to make it happen. Teaching reading is very important for the teacher and the students. It is an activity that involves complex skill of teacher in guiding the students to get the ideas from the reading text. Then, the teacher should know an appropriate strategy in teaching reading in order to understand the problem, it is as the way to improve the students' reading skill and make

the students comprehend about the reading text. According to the Murcia (1979:200), reading is learn which involves complex thinking in which students must comprehend the material from a text by using their own thought activities which can help analyze the text.

There are three stages of reading activities which should be consider by the teacher when teaching reading, namely pre-reading, whilst reading and post reading activities (Alyousef: 2006):

a. zhang (1993) states "comprehension is facilitated by explicitly introducing schemata through pre-reading activities". Pre-reading is to activate students background knowledge and to motivate students before the actual reading takes place.

b. Whilst-reading activity refers to activity which intended to help students to understand the specific content and to perceive the rhetorical structure of the text. The aim is to develop students' ability in tackling texts by developing their linguistics and schematic knowledge.

c. Post-reading activity traditionally refers to activities consist of questions which follow a text which offer the chance to evaluate students' understanding of the text. Haller (2000) modeled a number of school-based post-reading activities which enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension question. For the cloze activity, the teacher puts blank in the story in place of some the words in the middle of a sentence. A cut-up sentence activity uses sentences from the given text and help learners to

gain confidence by manipulating the text in various ways. The use of lines in matching asked the students to match the concerned words or sentences in line. Later students can work in pairs as they understand the concept of matching and finally the teacher can introduce matching through line.

There are many techniques in teaching reading. The following techniques often used in teaching reading; they are:

a. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it (Grellet, 2010:4). It requires the readers to organize and remember some of the information given by the author. When you skim, you comprehend approximately 5o percent of a text (Pavlik, 2004:6). Using skimming will help us to grasp the main idea but not detail. When skimming, we go through the reading material quickly in order to get the gist, read the title the first paragraph completely and read the firs sentences each remaining paragraph.

b. Scanning

Scanning is a quickly searching for some particular piece of information in a text (Brown, 2001:308). Scanning is an activity to get the information of a text quickly. Scanning is a technique that is very applicable because it can be applied in variety of texts, to find information from locates a name, phone book, text story, and ETC. using scanning in reading can accelerate do the question because we will focus only on the information search accordance with the questions. In scanning, we will focus on the material

we want to know and ignore the things that are not related to what to know to find the desired information.

c. Detailed reading

Detailed reading is reading text carefully to understand the text. This technique is used for extracting information accurately from the whole text. We read every word for understanding the meaning of the text. We also can use a dictionary to find the meaning of every unfamiliar or difficult word. In applying detailed reading must adapt with reading direction of the text. Such as when we want to read information, detailed reading usually follows scanning. But some texts, such as instruction and description, need to read in detail throughout.

d. Active reading

Active reading means keeping focus on the material. Under this technique, the reader actively involved with the text while reading it. The aim of active reading is getting an in-depth understanding of the text. It will mean your time spent reading is more efficient, and that you're more likely to remember what you have read afterwards. Active reading will help you to form your own opinions. In doing active reading need to consider several aspects, among others; get an overview of how the material is organized, define a particular question or goal for your reading, set your time and don't forget to make note taking about what you read.

e. Speed reading

Speed reading is actually a combination of various reading methods. Speed reading emphasized to increase reading speed than the comprehension. The aim of speed reading is basically to increase the reading speed without compromising the understanding of the reading. When we read is not required to understand in detail what the contents of the text have been read. The use of speed reading there are no specific techniques. Speed reading can be used with combination of several methods or techniques, so that it can produce a technique that can improve the speed of reading

Reading is the basic foundation on which academic skills of individuals are built. The techniques are means of support for the students to be able to master reading skills. Although there is no perfect techniques, but it is factor to support students in mastery reading skill.

Teaching reading had influent in the developing students' ability in reading, there are some important benefits of teaching reading, they are:

a. Building a knowledge of language which will facilitate reading ability

b. Building schematic knowledge

c. Developing the ability to adapt the reading style according to reading purpose

d. Developing an awareness of the structure of written text in English

C. The Definition of Analytical Exposition Text

Gordon (1990, p. 150) states that expository text is written to inform the readers about a specific subject. According to Smalley and Ruetten (1982:100) state that expository paragraph that explains or analyzes a topic by using specific details and examples. Generally, expository text contains an explicit or implicit topic sentence with the main idea and the supporting ideas. Two kinds of exposition/expository text are analytical exposition text and hortatory exposition text. Priyana, Riandi, and Mumpuni (2008, p. 132) state that the hortatory exposition texts is a text to argue a case for or againts a particular position or point of view and it proposes a suggestion at the end of argumentation. Meanwhile, According to Mulya (2010, p. 95), analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed. According to Priyana, Riandi, and Mumpuni (2008, p.58) say that analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both. In addition, Anderson and Anderson (1997: 2-3) state that analytical exposition text is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or writes text that is intended to persuade the listeners or readers that something is the case. It can conclude that analytical exposition text has function to influence readers' thinking. It also collaborates the writer's idea about phenomenon surrounding. To make the persuasion stronger, the speaker or writer give some arguments as the fundamental reasons why something is in the case.

Related to Sudarwati and Grace (2007, p. 24) the language features of Analytical Exposition text are:

1) Focus on generic human and non-human participant (e.g.: car, pollution)

2) The use of mental verbs are used when expressing opinions (e.g.: like, believe)

3) The use of words that link to arguments (e.g.: firstly, however, therefore)

4) The use of present tense (Andi is quiet boy)

5) The use of compound and complex sentences

6) The use of modal and adverbs (e.g.: can, may certainly)

According to Mulya (2010:95) the generic structure of analytical exposition text has three components. They are thesis, Arguments, and reiteration.

1) Thesis: introduces a topic, outlines main idea or point of view to be presented (thesis statement)

2) Argument: provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3) Reiteration: restates the position, perhaps with some emphasis.

According to Anderson and Anderson (1997:124) analytical exposition text have three components. They are constructing an exposition; language feature an exposition and generic structure which can be explained as follow;

1. Constructing an analytical exposition

   In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

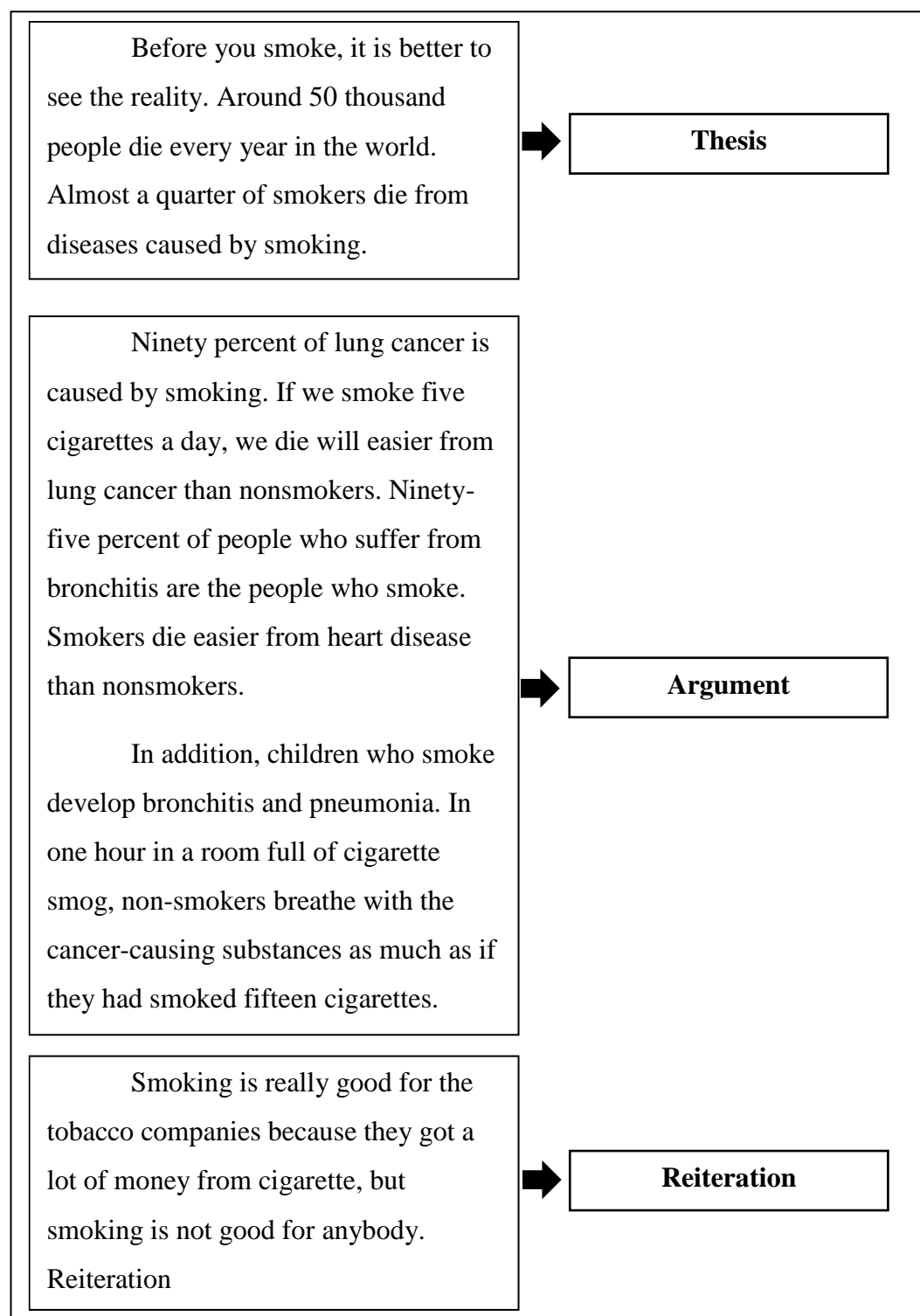2. Language features of an analytical exposition text

   The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express felling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

   The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of

the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

Figure 2.1 Example of Analytical Exposition Text

Before you smoke, it is better to see the reality. Around 50 thousand people die every year in the world. Almost a quarter of smokers die from diseases caused by smoking.

→ **Thesis**

Ninety percent of lung cancer is caused by smoking. If we smoke five cigarettes a day, we die will easier from lung cancer than nonsmokers. Ninety-five percent of people who suffer from bronchitis are the people who smoke. Smokers die easier from heart disease than nonsmokers.

In addition, children who smoke develop bronchitis and pneumonia. In one hour in a room full of cigarette smog, non-smokers breathe with the cancer-causing substances as much as if they had smoked fifteen cigarettes.

→ **Argument**

Smoking is really good for the tobacco companies because they got a lot of money from cigarette, but smoking is not good for anybody. Reiteration

→ **Reiteration**

(Source: Priyana, J., Riandi, and Mumpuni, A. P. (2008). Interlanguage: English for senior high school students XI. Grasindo)

D. 3H (Hidden, Here, and in my Head) Strategy

1. 3H Strategy

Strategy is important in learning process especially in teaching reading. 3H is one of the strategies in teaching reading. The 3H strategy was developed to improve students' answering o written comprehension questions, particularly inferential question. Graham and Wong in westwood (2001:61) state that 3H strategy is used to teach the students to find the answer of the questions. He further explained that an answer of a question can be (Here) the answer here is one sentence in the text. It is reading on the lines. (Hidden) the answer hidden is not there on the text or reading between the lines. And (in my Head) the answer in the students' background knowledge or head or reading beyond the lines.

Wong, Graham, Hoskyn, and Berman (2008:188) explained that 3H strategy has mnemonics and metacognitive features. This strategy does not simply direct students to look back in the text or read in random way if they cannot respond to the question after passage. Instead, this strategy helps them to read strategically. Then, this strategy also helps students to use their background knowledge in answering comprehension question, not merely based on the text.

This strategy is very important for students to improve their ability in reading comprehension. Automatically this strategy teaches them how

to answer the question in a test. This is based on statement by Graham (1992:31) "once students were introduced to the 3H strategy, the following points were brought to their attention: (a) some questions have no answer; (b) some questions have more than correct answer; and (c) the answer to some questions change over time."

In short, there are three important features of the 3H strategy according to Graham (1992:35), these are as follows: (a) it uses the three H abbreviation from the word Here, Hidden, and in my Head to teach students about question-answer relationship that are explicit, text implicit, and script implicit, so that this is easy to remember; (b) one of the aims of this strategy is to activate the students' background knowledge which is important to answer question; (c) it emphasizes the appropriate use of text information by encouraging students to read the passage selectively and to integrate information from the text with their own background knowledge.

2. Procedure of 3H Strategy

Related to Graham and Wong in Konza (1993:108), the procedures of 3 H strategy as follow:

1) Class and teacher read a short passage

2) The teacher constructs question of three kinds.

   a. Some questions based on the actual content of a simple text (here)

b. Some questions that need to be inferred from information in the text (hidden)

c. Some questions that require integration of previous knowledge or application of information to a new situation (in my head)

3) The teacher demonstrates the process of using each strategy, using 'think aloud' strategies to model how each question may be approached.

4) Finally, the students answer the questions based on information from the text.

In accordance with it, Wetswood (2008:47) provided some steps in applying this strategy:

1) Teacher ask question related to the text

2) Teacher demonstrates how to find the answer for 'here' question by locating relevant information on the passage

3) Students practice applying this step with teacher's guidance and feedback

4) Teacher demonstrates how to find the answer for 'hidden' question by using the information on the passage to infer or predict the possible answer

5) Students practice applying the first and second step with teacher's guidance and feedback

6) Teacher demonstrates how to find the answer for 'in my head' question by using information which is not stated in the text or outside of the text, for instance from students' background knowledge

7) Teacher reviews the strategy over the following lessons and uses it for the variety of text types

3. Advantages of 3H Strategy

Generally, the advantage of 3H strategy to improve the students' comprehension in teaching reading and answer the question whether explicit, implicit, and in the students' background knowledge. According to Graham and Wong in Westwood (2001:61) there are some advantages of using 3H strategy such as:

a. It can help students improve their reading comprehension.

b. It can increase their meta-cognitive functioning related to comprehension task.

c. Students can be more directly involved in the learning process.

d. There can be more interaction between the teacher and students.

e. Students can become more independent.

f. Learning activities can be more enjoyable.

E. Previous Studies

In this sub chapter, the researcher presents related studies to 3H Strategy in terms of reading comprehension. The previous study states below:

In 2013, Novianti Sri Rejeki who conducted quasai-experimental in teaching reading comprehension in senior high school by using 3H strategy in Narrative text. The students before being taught by using 3H strategy was categorized into enough level, and after being taught by using 3H strategy, the student categorized into good level. It can be conclude that the result showed that 3H strategy can effectively be used to enhance the students reading comprehension.

In 2014, Nina Anggraini and her colleagues who conducted quasai-experimental in teaching reading comprehension in junior high school by using 3H strategy and conducted by dividing the subjects into two groups: experimental and control group show that the result of their research is effective in teaching reading comprehension, there is a different significance between teaching reading comprehension by using 3H strategy and by using the conventional way of teaching. In this research, the researcher use essay to conduct the test. The result showed that the 3H strategy is effective in teaching reading comprehension.

In 1995, LJ Graham who investigated the efficacy of the 3H strategy in enhancing the comprehension of learning disabled (LD) and poor readers. The result of that research is 3H strategy substantially improved the comprehension of the poor reader and LD. In addition, analyses of responses to questionnaires administered before and after training revealed that students who learned 3H strategy increased their metacognitive awareness of comprehension processes and their ability to describe the task demands of questioning-answering.

Based on previous studies, it has the similarities and difference term. The similarities are mostly conduct 3H strategy to help student improve their reading comprehension and also help students to know the answer of some questions whether explicit, implicit, or from their background knowledge easily. The difference are mostly case of the object, subject and the topic of reading that worked by the students. And also the difference is this strategy is conduct in Vocational High School that prioritize practical skills then teoritical. Then, the researcher is curious to use 3H strategy in Teaching Reading comprehension that focuses at second grade of SMKN 1 Boyolangu to find out whether this strategy is also effective or not in SMKN 1 Boyolangu Tulungagung.