

CHAPTER II

THEORITICAL FOUNDATION

A. Reading

1. Definition of Reading

Reading is a process to establish a representation of meaning which involved more than merely identifying the word on the page, but what must be achieved is an understanding of the whole sequence of sentences.

According to Smith,” reading is matter of decoding letters to sounds, has been taken for granted by those arguing for accountability, standardization, high-stakes testing, and external control of classroom instruction and teacher education, from the highest political levels down.¹ Moreover reading is the process of receiving and interpreting information encoded in language form via the medium of print².It can be said that reading involves an active search for information and interaction with the text. Aebersold and field they say that “ reading is what happens when people look at the text and assign meaning to the written symbols in that text”³. Reading also can be defined in simple statements as “ something many of us take for granted.”⁴

¹Frank Smith, *Understanding Reading, A Psycholinguistic Analysis of Reading And Learning To Read, Six Edition* (London: Laurence Erlbaum Associates, 2004) p.ix

²William Grabe, *Reading in Second Language, Moving from Theory to Practice*, (New York: Cambridge University Press,2009) p. 14

³Jo Ann Aebersold And Marry Lee Field, *From Reader to Reading Teacher : Issue And Strategies For Second Language Classroom*, (New York: Cambridge Language Press, 1997) p.15.

⁴Grabe, *Reading in Second Language, Moving from Theory to Practice*, p.4

Based on the definition above it can be said that reading is activities to understand written ideas through interpretation and interaction with existing knowledge. To read a text, the reader needs to comprehend the ideas that are conveyed by the writer.

In conclusion, reading is a process of getting information through written text. The process involves the writer, the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning so the reader can find the meaning of the writing obtain information as transmission of idea to develop the intellect and learning life long.

2. The Purpose of Reading

When people read something they have their own purpose. For example when they read a newspaper the purpose is to get information. As stated by Aeberson, people read because they have a purpose. By reading they can know the ways of reading and how the letters or the words will be read.

According to William Grabe the purposes of reading are:

- a. Reading to research for simple information;
- b. Reading to skim quickly ;
- c. Reading to learn from texts;
- d. Reading to integrate information;
- e. Reading to write (or search for information needed for writing);

f. Reading to critique texts.⁵

Meanwhile, Harmer stated that reading has some purposes:

a. Identifying the topic

identifying the topic in text, they get the topic by relating their own schemata; it will help them to get the idea about the text quickly and effectively.

b. Predicting and guessing

the readers sometime guess in order to try and understand what the text is about, especially if they have first identify the topic. And then they try to predict what is coming and make assumptions about the content of the text. Then they try to relate their schemata with the text that they read.

c. General understanding

the reader have not to understand the text specially, but they just understand the general idea of the text and they do not need to focus on detail information.it is a called as skimming. It means moving your eyes over a text to get a quick idea of gist of text.

d. Specific information

the readers need the specific detail that include in the text. It is called as scanning. For example the readers want to find the name of director or movies star in film review.⁶

⁵Grabe, *Reading in Second Language, Moving from Theory to Practice*, p.8

⁶Jeremy Harmer, *The Practice Of English Language Teaching : New Addition*, (New York : Longman Publishing, 1991), p.201-202

From purposes stated by many linguist above the writer concludes that the readers have their purpose in reading the written text based on what they need and what they want. The readers need to know the information of thhe text and to get specific information. Another purpose in reading the readers know what the way of reading and how the letters or the word will they read.

B. Reading Comprehension

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently possible. Anderson and Pearson (1984) contented that the reader comprehends a text by actively constructing meaning internally from interacting with the materials that are read. The comprehension process involves an understanding of words and how those words are used to create meaning.

Lems et al., state that reading comprehension is not a static competency; it varies based on the purposes for reading and the text that is involved.⁷ It is in line with Gillet et al., who state that reading is an active process of making meaning. Good readers can find the main ideas, summarize, and draw a conclusion from the text.⁸

Comprehension is evident when readers can :

⁷ Kristin Lems, et al., *Teaching Reading to the English Language Learners*, (New York : The Guilford Press,2010),P.170

⁸ Jean Wallace Gillet, et al., *Understanding Problems*, (Boston : Pearson Education, 2012), P. 166

- a. Interpret and evaluate events, dialogue, ideas and information.
- b. Connect information to what they already know.
- c. Adjust current knowledge to included new idea or look at those ideas in a different way.
- d. Determine and remember the most important point in reading.⁹

From the explanations were given by linguists, the writer conclude that reading comprehension is an important skill that included specific skills like comprehending, organization ideas, recalling the experience and getting the meaning from the text.

C. Hortatory Exposition Text

1. Definition of Hortatory Exposition Text

According to Mark Anderson and Kathy Anderson as called by wahidi, Hortatory exposition is a text which represents the attempt of the writer to have addressed do something or act in certain way.¹⁰ Hortatory exposition aims to persuade someone to do something. It also persuades the reader or listener that something should or should not be the case.¹¹ In addition, hortatory exposition text are most commonly found in editor,

⁹ Lems, et al., *Teaching Reading to the English Language Learners*, P.170

¹⁰ Rahmat Wahidi, *Text Form And Feature A Resource for Intentional Teaching*, (Jakarta: Penerbit Angkasa, 2009), p.19

¹¹ Achmad Dody, et. al, *Developing English Competence 2 for Senior High School (SMA/MA) Grade XI* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.167

political speech, and debates.¹² This is one of the most common types of information delivery. It can be used by student or new reporter to explain, interpret, inform or describe. Based on the definition, it can be included that hortatory exposition is kinds of text to explain the listeners or readers that something should or should not happen or be done to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea.

2. Generic Structure of Hortatory Exposition Text

The structure of hortatory exposition text is it consist of :

- a. thesis statement, that focused on the main issue raised by the writer.
- b. arguments of the writer concerning the issue with its elaboration.
- c. Recommendation of the writer concerning the issue to persuade the reader what is have to do and do not.¹³

3. Language Features of Hortatory Exposition

There are some languages features of hortatory exposition text:¹⁴

- a. focus on generic human and non-human participants, except for speaker or writer referring to self.
- b. using present tense
- c. Using temporal connective
- d. using evaluative word and relational process
- e. using passive voice

¹²Mary J. Schleppegrell, *The Language Of Schooling: A Functional Linguistics Perspective*, (New Jersey : Lawrance Erlbaum Associates, Inc., 2004), p.98

¹³Wachyu Sundayana, *Contextual Learning* (Bandung : Grafindo Media Pratama 2007), p.83

¹⁴Wahidi, *Text Form And Feature A Resource For Intentional Teaching*, p.19

4. Types of Hortatory Exposition Text

Agriculture

Thesis Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

Arguments First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the

growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.

Recommendation Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.¹⁵

D. Collaborative Strategic Reading

1. Definition of Collaborative Strategic Reading

Collaborative Strategic Reading was found and develop by klinger and Vaughn in 1998. They state that ” Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students` reading comprehension and building vocabulary also working together cooperatively.¹⁶

According Bremer collaborative strategic reading is a reading comprehension practice that combines two instructional elements: modified reciprocal teaching and cooperative learning or student pairing. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key

¹⁵<http://internasionalagprograms.dasnr.okstate.edu>

¹⁶Janette K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading. Teaching Exceptional Children*, July/Aug 1998. <http://www.readingrockets.org/artice/103> p.1

features of text through summarizing, questioning, clarifying, and predicting.¹⁷

2. Strategies of collaborative Strategic reading

Klingner and Vaughn originally designed CSR by combining modified reciprocal teaching with cooperative learning. Through a number of research trials, CSR has been refined and currently consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These strategies are:

1. Preview

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest. This strategic direct the students to find out about the matter or case that they will learn. When students preview before reading, they should look at the headings, word are bolded or underline, and picture and other key information to help them to brainstorming what they know about the topic and predict what they think they will learn by reading the text.

2. Click and Clunk.

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. This strategy teach students to group words that they know the meaning of the word and the words that they do not

¹⁷Christine D. Bremer, et.al, *Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills*, (Research To Practice Brief, Volume 1, 2001) (p.1.4 Chigan Press, 1997), p.1

know the meaning of the word. Then the teacher teaches fix-up strategies to figure out the clunks. Fix-up strategies to included are:

- a. Reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense,
- b. Reread the sentences before and after the clunk looking for clues,
- c. Look for a prefix or suffix in the word that might help, and
- d. Break the word apart and look for smaller words that you know.

3. Get the gist.

Get the gist is a strategy to help students identify main ideas during reading. This strategy teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. Get the gist can be taught by focusing on one paragraph at a time.

4. Wrap up.

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: generating questions, and reviewing. This strategy have purpose to know how far the understanding and memory of students about the text they have read.¹⁸

It is can be conclude that in CSR students are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking chart, picture or diagram and also helps students to improve their reading comprehension. Once students have learned the four strategies

¹⁸ Klingner and Vaughn, *Using Collaborative Strategic Reading. Teaching Exceptional Children*, July/Aug 1998. <http://www.readingrockets.org/artice/103> p.1-2.

(preview, click and clunk, get the gist, and wrap up) they are ready to apply CSR in their peer-led cooperative learning groups. It means CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of group as well as develop their social skill. Procedures for using these strategies with groups are outlined below :

1. Set the stage.

The teacher assigns students to groups. Each group should include about four students of varying ability. Possible roles include the following:

1. Leader: Tells the group what to read next and what strategy to use next.
2. Clunk Expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunks.
3. Gist Expert: Guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
4. Announcer: Calls on group members to read a passage or share an idea.

2. Materials.

The following materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques . When selecting reading materials for CSR, the following factors are recommended for consideration:

- a. Reading materials providing clues/picture that help students predict what they will be learning.
- b. Reading materials have one main idea, themes and supporting details in a paragraph.
- c. Reading materials consisting of several paragraphs, and
- d. Reading materials provide context that helps students connect information.¹⁹

3. Learning log

| CSR Learning Log | |
|----------------------------------------------------------------------|---------------------------------------------------------------------------|
| Name: _____ _____ | Date: _____ _____ |
| Brainstorm: What do you already know about this topic? | Predict: What do you think you will learn by reading this passage? |
| Clunks: Please list your Clunks. | |
| The Gist (main idea): Write the Gist of the section you read. | |
| Make questions: Make questions about main ideas. | Review: Write something important they learned. |

¹⁹ Bremer, et.al, *Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills*, p 1-2

