CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) theoretical descriptions, (2) previous related studies, and (3) research setting.

2.1. Concept of Reading

Reading is one of four language skills that should be mastered by students. According to Anderson (2003, p. 2), reading is an essential skill for learners of English. Reading is a process to get information from the text, and also a process of communication between reader and the text. According to Khand (2004, p.1), reading is one of the language component that should be mastered smoothly in any languages, everyone generally knows that reading is a skill that comes from experience and needs to be constantly improved through different types of reading material.

Ruddell (2005, p. 31) argued that reading is the act of constructing meaning while transacting with text. In the process of reading, the reader interacts dynamically with the text. The reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipated social interaction and communication. According to Rayner (2001, p. 35) reading also depends on a developing knowledge of word meaning. It can be reasonably argued that learning to read enables a person to comprehend written language to the same level that he/she comprehends spoken language. It's mean that reader's prior knowledge can help

the readers to comprehend the text and get knowledge and information from the text.

In reading process, prior knowledge also can help students to develop the meaning of the text. Cooper (2000, p. 11) state that comprehension is a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their prior knowledge. So students must develop comprehension skills because it can help students in reading process.

It can be assumed that comprehension makes reader easy to get information and knowledge. Not only to read but also to comprehend the text. A person is reading when he/she comprehend many kind of text.

2.2. Concept of Teaching Reading

Farrel (2008, p. 23) state that concept of teaching reading to help students become more aware help their own habits, good or bad, as reflected on reading process. According to Brown (2007, p. 7– 8), teaching may be defined as showing or helping someone to learn how to do something, providing with knowledge and causing to know or understand. Reading is the instruction recognition of various written symbols with existing knowledge and comprehension of information and ideas communicated.

In the Holy Qur'an Allah promised that Allah will enable those who have knowledge, it relates to Q.S. Al-Mujadillah : 11 as follows:

يَٰٓأَيُّهَا الَّذِينَ ءَامَنُوٓا إِذَا قِيلَ لَكُمۡ تَفَسَّحُوا۟ فِى ٱلۡمَجَٰلِسِ فَٱفۡسَحُوا۟ يَفۡسَحِ ٱللَّهُ لَكُمۡ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمۡ وَٱلَّذِينَ أُوتُوا۟ ٱلۡعِلۡمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعۡمَلُونَ خَبِيرٌ ۝

>Meaning: "You who have believe, when you are told, "Space yourselves" in assemblies, then make space: Allah will make space for you. And when you are told, "Arise," then arise: Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do."

From the definition above, it can be assumed that teaching reading can help student to improve their communication, to get information based on the text, it's become important to improve their ability. In teaching English as a foreign language, a creative teacher should have teaching strategy or method. Teacher should provide strategy or method that may favour students with different ways in learning, because teaching never causes learning but rather creates the condition in which learning can occur.

2.2.1. The Principles of Teaching Reading

There are eight principles in teaching reading (Brown, 2000, p. 313-315), they are:

1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.

2. Use techniques that are intrinsically motivating.

3. Balance authenticity and readability in choosing texts.

4. Encourage the development of reading strategies

5. Include both bottom-up and top-down techniques

6. Follow the "SQ3R" sequence

7. Subdivide your techniques into pre-reading, during-reading, and after-reading phases.

8. Build in some evaluate aspect to your techniques

In addition, Harmer (1998, p.70) states that there are six principles behind the teaching of reading:

1. Reading is not a passive skill

2. Students need to be engaged with what they are reading

3. Students should be encouraged to respond to the content of a reading text, not just to the language

4. Prediction is a major factor in reading

5. Match the task to the topic

6. Good teachers exploit reading texts to the full

2.2.2. The Procedures of Teaching Reading

There are many experts showing the procedure of teaching reading. Veigh (2013, p. 1-2) states that there are three procedures of teaching reading, they are:

a) Prereading Activities

Develop prereading activities to prepare your students for the reading process. This sounds like a basic idea but, in fact, this is the step that is most commonly skipped by teachers even though research has shown that it has the most positive effect on comprehension. Before your students begin reading, introduce some schema-building activities. Schema means the framework or context of knowledge that a person brings to a new idea or experience.

For example, if you have grown up in a cold climate, you probably have a very different understanding of snow and winter than a person who was raised in a warm climate. Take some time at the beginning of the lesson to help students realize what they already know about the reading topic, especially if the subject matter is unfamiliar to students. Some prereading tasks include:

(a) Discussion questions: You can also raise students' awareness of what they are about to read by posing questions for them to discuss before reading.

(b) Vocabulary: Depending on your views about vocabulary learning, you might want to preteach unfamiliar vocabulary words to students before beginning the reading.

(c) Skimming: Ask students to preview the reading by skimming the text quickly, just reading headlines or the topic sentences of paragraphs. You can discuss with students when this type of previewing is especially useful.

b) During-Reading Activities

While students are reading, you can also ask them to take part in during-reading activities. These might include keeping an important question in mind as they read. You can also ask students to re-read the text to find specific details or to underline or take notes as they read. The idea is get students to read actively and to engage with the text. Select a task that will require them to think as they read, not just skim over the words.

c) Postreading Activities

After students have read the passage, you can engage them in postreading activities. Many reading textbooks make use of comprehension questions at this point. Although basic comprehension is important, in the postreading activities you should move students into critical thinking tasks. For example:

(a) Ask students to analyze a text critically and evaluate it.

(b) Ask students to consider in which lines of the text the author gives factual information, as opposed to just giving his or her own opinion.

(c) Call on students to point out any particular signal words that indicate fact or opinion.

2.2.3. The Strategies of Teaching Reading

There are many skills in reading expository text to guide the students to use helpful strategies when the students read the text, the teacher should have strategies to make students be motivated and more active in classroom. According to Dymock and Nicholson (2010, p. 166-172), high 5 strategy is a simple and effective approach formulated to enhance the comprehensive abilities of students. High 5 strategies consist of:

1. Activating Background Knowledge

   Through the high 5 strategies the readers is making connection between what students know and what students reading, help improve students overall understanding of the text.

2. Questioning

Dynmock & Nicholson (2010, p. 167), propose three types of questioning that the students can ask, they are:

    a.   Right there: right there question about text is factual, such as what are the faces being explained in the text?

    b.   Think and search: think and search question about analytical and inference question, such as what does the writer want me figure out based on the fact?

    c.   Beyond the text; which help students clarify and depend understanding of the text.

3. Analyzing Text Structures

   Text structure is the organizational uses within paragraph or longer text, appropriate to genre and purpose

4. Creating Mental Image

   Dymock & Nicholsan (2010, p. 171) stated that when learning about structure it is helpful for students to image structure, that is to visualize it while reading, so that they can make the structure concrete.

5. Summarizing

   Summarizing is the process of retelling the important part of passage in much shorter form. It is important reading skill. When students are able to summarize a passage, student can be confident that students have understood it.

There are lots of other reading strategies that can be improve the students' reading skills, especially in teaching expository text. However, in this study the

writer chooses Concept Oriented Reading Instruction (CORI) strategy. According to Guthrie and Scaffiddi (2004, p. 32), CORI search for information from the context of asking question with reading expository text and collecting scientific data.

2.3. Types of Text

There are thirteen type of text in English (Yudantoro 2010, p. 7), they are:

1. Narrative, to entertain the readers, or to amuse the readers.

2. Recount, to tell the readers what happened in the past through a sequence of events

3. Description, to describe a particular person/place/thing

4. Report, to describe the way things are such as manmade things, animals, and plants.

5. Discussion, to discuss or compare an issue elaborated in two points of view before finally getting to a conclusion/recommendation.

6. Analytical Exposition, to persuade or presenting arguments and to analyze or explain 'how' and 'why'.

7. Hortatory Exposition, to persuade the readers that something should not be the case.

8. Procedure, to help readers do a task or make something, they can be a set of instructions/direction

9. Explanation, to inform readers about an object, with its functions, processes or how it work.

10. News Item, to inform readers/listeners/viewers about events of the day which are newsworthy/important

11. Review, to criticize an event, art products, books, for readers.

12. Anecdote, to entertain readers with a story/events, that is actual or imaginative

13. Spoof, to tell an event with a humorous twist

2.4. Assessing Students Reading Skills

Reading assessment can help teachers identify students' abilities. According to Kauffman and Hallahan (2011, p. 411), Assessment of the various sub skills of the reading process allows teachers to identify a student's pattern of reading difficulty and implement the appropriate reading intervention. However, the difficulty of students in reading can be assessed when students read while learning. Smith and Wolfe (2007, p. 173) said that the assessment of reading while studying has two components, there are students' ability to read the assigned material must be established and then their reading strategies must be appraised.

According to Hamaguchi (p. 52), the ways to assess student's reading skills and behaviours:

1. Anecdotal records

   Observing students reading behaviour and writing your observation allows you to identify students reading patterns and make judgment about their needs.

2. Retelling

Retelling is a strategy to accompany running record and help in evaluation of a student's comprehension. Instead of questioning students about what they just read, ask them to retell the story orally or in writing as if they were telling the story to someone who has never heard the story before. If the students retell orally, the teacher can evaluate the student's text comprehension, sequencing of ideas, and ability to reconstruct text. If a student's retell in writing, then teacher can also evaluate spelling and grammar.

3. Reading inventories

A reading inventory shows a student's progress a development continuum. A teacher observes and developmental markers, which show pattern of growth. Three versions of reading inventories: emergent, early, and fluent.

4. Checklist

Create a checklist to assess various classroom behaviours, everything from students' social behaviour to their reading behaviours. A checklist can also help teacher assess specific skill and task.

The purpose of assessment or testing is to get some information that will lead to improved instruction and learning. Schumm (2006, p. 37) said that the purpose of assessment is to provide ongoing monitoring of students progress and progress monitoring can serve as a powerfull tool for informing instruction. Therefore assessments are needed to evaluate student understanding and as a measure of student progress.

2.5. The Concept of Expository Text

In this study the writer will use Expository text as a text type. Expository text is text explains the intent or meaning of logical written work so that the rest makes sense to the reader in case they are not unfamiliar with an important detail beforhan. According to Cooper (2000, p 14) state that expository text provides information and fact is the type usually found in textbooks, informational books, and direction or instructions for doing something.

2.5.1. The Characteristics of Expository Text

Almasi and Fullerton (2002, p. 189) explain five types of expository text structure:

1. Description, the author describes of topic by listing characteristic and features or giving examples.

2. Sequence or time order, the author list items or events in numerical or chronological order.

3. Compare and contrast, the author explains how two or more things are alike and/or how they are different

4. Cause and effect, the author lists one or more cause and the resulting effect or effects.

5. Problem solution, the author states a problem and list one or more solutions for the problem. A variation of this pattern is the question and answer format in which the author poses a question and then answer it.

2.5.2. Structures of Expository Text

There are two kinds of expository text, they are analytical exposition and hortatory exposition. Analytical exposition and hortatory exposition have different generic structure.

According to Achugar (2008, p, 145), Analytical exposition aim to persuade the readers that something is correct, and therefore it is more impersonal. There are three generic structures in analytical exposition, include:

1. Thesis, it is introduces topic and indicates writer's position.

2. Arguments, it is restates main arguments outlines in preview

3. Reiteration, contains rewriting the main idea

According to Achugar (2008, p. 145), Hortatory exposition aim to persuade someone to do something and it possesses some characteristic of oral language. There are three generic structures in hortatory exposition, includes:

1. Thesis, it is introduces topic and indicates writer's position

2. Arguments, it is restates main arguments outlines in preview

3. Recommendation, about solicitation or solution given the author regarding the idea

2.6. Concept of Concept Oriented Reading Instruction (CORI) Strategy

Concept-Oriented Reading Instruction (CORI) is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation (Guthrie and Scaffiddi, 2004). The CORI strategy is designed to foster reading engagement and comprehension, through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read.

Concept Instruction with text refers to three aspects of instruction that foster in depth conceptual learning of expository text (informational text). Macceca (2007, p. 297) also said that CORI was developed with the purpose of increasing the students engagement in reading and is designed to help children learn about scientific subject while exploring and reading nonfiction books.

In CORI reading strategies are taught in a context of inquiry, which affords teachers the opportunity to support motivation by (a) having knowledge goals for reading instruction, (b) providing hands-on activities related to reading, (c) giving students realistic choices, (d) using interesting texts for instruction, and (e) weaving collaboration into children's classroom lives.

2.6.1. The Benefit of Concept Oriented Reading Instruction (CORI) Strategy in Teaching Reading

The reason of choosing CORI strategy in teaching reading is because this strategy has many benefits which will help in teaching and learning process. CORI strategy is able to make students become active in reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text

By using CORI strategy teacher will make students to get motivation before read the text. Guthrie (2004, p. ix) suggested that CORI is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. According to Grabe (2009, p. 186), the CORI students, meanwhile, outperformed on reading comprehension and on reading motivation and also significantly outperformed the strategy based classes

on one standardized measure of reading comprehension and on reading motivation. Jetton and Shanahan (2012. p, 10) also explain that CORI is a powerful instructional framework for increasing students comprehension and motivation to read.

CORI is one of strategies that can lead the students reading comprehension. It is suggested by Guthrie (2004). As an instructional strategy, CORI strategy helps students to cope their problem in reading comprehension by using three steps. Those steps perceive text structures, inference, and concept mapping. Each step of CORI strategy improves the effectiveness of teaching and learning process which is also aimed to improve the students' reading comprehension. Perceiving text structure is the first step of the strategy. This makes the student to identify the text structure of expository texts. Inference is the second step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. In inference the students try to analyze the words in the texts and make inference on the content of the story. Then, concept mapping, this activity asks the students to recall all the specific information about the text by mapping the concept according to the feature of the texts.

2.6.2. Teaching Procedures by using Concept Oriented Reading Instruction (CORI) Strategy

Guthrie et. al. (2009) purpose six distinct levels or stages for preparing and for interacting with CORI activities as follows:

1. Activating Background Knowledge

Activating background knowledge refers to recalling experiences and knowledge of texts before reading, for the purpose of linking new content to prior understanding.

2. Questioning

   Questioning refers to asking, or writing, a self-initiated question about the content of the text before reading, in order to focus the learner's attention.

3. Searching for Information

   Searching for information refers to seeking and finding a subset of information in the total text by forming specific goals, selecting particular sections of text, extracting accurate information, combining new and old information, and continuing until goals are fulfilled.

4. Summarizing

   Summarizing refers to forming an accurate, abstract representation of text after reading all or substantial portion of material.

5. Organizing Graphically

   Organizing graphically refers to constructing a spatial representation of text-based knowledge, which may include drawings, concepts maps, and diagrams, or chart of information from a text.

6. Structuring stories,

   Which refers to providing a concept maps or chart of the plot, character development, and development of theme within a story.

2.7. Previous Related Study

In relation to other related previous studies, the writer found two theses that used Concept Oriented Reading Instruction (CORI) Strategy. The first related previous study was written by Abdullah (2015), the thesis entitled *"The Use of Concept-Oriented Reading Instruction (CORI) to Improve Teaching and Learning of Reading Narrative Texts to Grade VIII-B Students of SMP Islamic Center Siak"* In his thesis project, he did an experiment on Junior high school students, based on the research during the two cycles, he found out the use of CORI strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of narrative text.

The previous related study wanted to see the effectiveness of CORI strategy in narrative text of junior high school students, while this study of the use of CORI strategy in teaching reading expository text of senior high school students, in previous study the second grade student of SMP Islamic Center Siak was taken as sample of his research, while this study will be done at SMA Muhammadiyah 6 Palembang as a sample for her research. Kind of the texts in previous study is narrative text has been chosen in the research and present study is expository text has been chosen in the research.

Second previous related study was written by Niken (2013), the thesis entitled *The Effectiveness of Concept Oriented Reading Instruction (CORI) to Teach Reading Manual Text Viewed from Students Reading Interest (An Experimental Study at the Eleventh Grade Students of Light Vehicle of SMKN 2 Sampit in the Academic Year of (2012/2013)".* In her thesis project she found out:

1. CORI method is more effective than DI method to teach reading manual text.

2. The students who have high reading interest have better reading comprehension ability than those who have low reading interest.

3. There is an interaction between teaching methods and reading interest in teaching reading manual text for the Eleventh Grade Students of Light Vehicle of SMKN 2 Sampit in the Academic Year of 2012/2013.

The previous related study wanted to see the effectiveness of CORI strategy in teaching reading manual text, while this study of the use of CORI strategy in teaching reading expository text of senior high school students. Sample of his research in previous and present study are eleventh grade students. Kind of the texts in previous study is manual text has been chosen in the research and present study is expository text has been chosen in the research.

2.8. Research Setting

SMA Muhammadiyah 6 Palembang is located at Jl. Ahmad Dahlan No. 23 B Bukit Kecil Palembang. The students are divided into three grades. Tenth grade has 104 students, eleventh grade has 88 students and twelfth grade has 87 students. The total students of MA Al-Fatah Palembang can be seen in Table 1 bellow:

Table 1
Total Students of SMA Muhammadiyah 6 Palembang

NO	CLASS	TOTAL
1	X MIA 1	35
2	X MIA 2	35
3	X IIS 3	34
TOTAL CLASS X		**104**
4	XI MIA 1	30
5	XI MIA 2	30
6	XI IIS 1	32
7	XI IIS 2	33

TOTAL CLASS XI		125
8	XII IPA 1	31
9	XII IPA 2	30
10	XII IPS 1	27
TOTAL CLASS IX		**88**
TOTAL STUDENTS		**317**

(Source: Administration of SMA Muhhamadiyah 6 Palembang academic year 2015/2016)

SMA Muhammadiyah 6 Palembang has enough facilities to develop students' activeness. They are used to supporting teaching, learning and other school activities. Furthermore, other facilities in the classroom as blackboards, desks, chairs, and others. SMA Muhammadiyah 6 Palembang also has art facilities, laboratory, and etc. The facilities can be seen in table 2 bellow:

Table 2
The Facilities of SMA Muhammadiyah 6 Palembang

No	Facility	Total of the Facility
1	Classroom	15
2	Science Laboratory	1
3	School Medical Room	1
4	In Field /Futsal	1
5	Canteen	1
6	Student's Toilets	4
7	Office Room	1
8	Teacher's Room	1
9	Teacher's Toilet	2
10	Security's Room	1
11	Mading	1
Total		**24**

(Source: Administration of SMA Muhammadiyah 6 Palembang academic year 2015/2016)