CHAPTER II

LITERATURE REVIEW

In this chapter presents; (1) concept of teaching; (2) concept of reading; (3) concept of hortatory exposition text; (4) concept of discussion web strategy; (5) procedures of discussion web strategy; (6) previous related study; (7) hypotheses; (8) criteria of hypotheses testing; and (9) research setting.

2.1 Concept of Teaching

Brown (2000) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It is supported by Q.S. Al-Alaq verse: 4

الَّذِي عَلَّمَ بِالْقَلَمِ

".... that teach human to write and read". (Surah Al-Alaq verse: 4). And additionally

عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ

".... God teaches human what human do not know". (Surah Al-Alaq verse: 5)

Based on the verses above, it means that God teaches human to read everything that can increase human's science. In order they know about something that they never know before. Harmer (2007) defines teaching is about transmission of knowledge from teacher to students, or about creating conditions in which, somehow, students learn for themselves. It means that teaching is the process of activity where teacher guides the learners to learn. As defined by Brown, teaching is guiding and facilitating learning, enabling the students to

learn, setting condition for learning (as cited in Putra and Marzulina, 2016, p. 188). In teaching process, teacher is assisting learners to know about something and guiding someone to develop understanding about knowledge.

Based on the explanation above, the researcher assumed that teaching was how the teacher gave students knowledge or to train someone to instruct, teaching also gave some information of a subject matter to the students in the classroom. Teaching could be defined as giving instruction and knowledge based on the teachers' experience to the students or make students understand or be able to do something by the teacher. Because of that the teacher' task is to teach student very well as defined by Naimi, teachers must ensure that everything students produce is correct (as cited in Molnar and Navracsics, 2017, p. 39). Teaching English is how the teacher transfers the language and skill to the students in the classroom. The objective of teaching English is to improve the ability in learning English.

2.2 Concept of Reading

According to Murcia, reading is a transaction between the reader and the text to construct meaning that influenced by the readers' past experience, and language background as the readers' purpose for reading (as cited in Zahara, 2017, p. 67). Furthermore, Pang, Muaka, Benhardt, and Kamil (2003) state reading is about understanding written texts. In addition, Yilmaz argue that reading is a receptive skill in which one looks at and attemps to understand what has been written (as cited in Firdaus, 2017, p. 18). It means that through reading students can get a lot of information and it can help them to intensify their

knowledge in any aspect. Reading is an important skill in English. It is supported by Richards and Renandya (2002), many foreign language students often have reading as one of their most important goal. Wahyudin states that, by reading (education), people will know what they have never known, and by reading (education), humans can distinguish between good and bad ones as well as education as an effort in helping people (learners) to be able to live accoding to their human dignity (as cited in Muspawi, Arifin, and Nadhila, 2017, p. 59).

According to Pang et al. (2003) the goal of reading is to understand the texts and to be able to learn from them. So, reading is not only read a book or witten text but comprehend the content of the book, as defined by Brassel and Rasinski argue that reading comprehension is the ability to take information from written text and do something with it in a way that demostrates knowledge or understanding of that information (as cited in Handayani, 2017, pp. 48-49).

Pang et al. (2003) state good teaching enables students to learn to read and read to learn. So, besides it makes students to comprehend the text in reading, the teacher should be able to raise students motivation, to make students active and to interest in reading. Pang et al. (2003) also state teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

Based on the explanations above, it meant that reading was a process to get information from the reading passage. To get the information, the readers must understand the content of the reading passage.

2.3 Concept of Hortatory Exposition Text

Martin and Rose (2003) define exposition text is one of persuasive texts and there are two types of exposition texts, those are analytical exposition text and hortatory exposition text.

Hortatory exposition text is text which represents the attempt of the writer to have the addressee do something or act in a certain way. According to Zhang, hortatory exposition is designed to persuade people to do something (as cited in Kasuari, 2016, p. 91). Furthermore, Achugar (2008) mentions hortatory exposition aims to persuade someone to do something and it possesses some characteristics of oral language. Meanwhile, Doddy, Sugeng & Effendi (2008) state that the social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

Astuti (2010) explains the generic structure of hortatory exposition has three components: thesis, arguments and recommendation. Thesis introduces a topic, main idea or point of view to be presented. Arguments is provides the evidence to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving example, comparing and contrasting, etc. and the last recommendation is makes a recommendation for reader, the statement of what should or should not happen.

Moreover, Sudarwati and Grace (2007) explain:

> The language features of hortatory exposition: the use of emotive words, the use of words that qualify statements, the use of words that link arguments, the use of present tense, the use of compound and complex sentences, the use of modal and adverbs, the use of subjective opinions using pronouns I and we.

The following is the example of analysis of generic structure of a hortatory exposition text.

Why are Diazinon and Dursband should be Banned

Diazinon and dursband are chemicals used on lawns, gardens, agriculture crops and livestock as an insecticide or nematocide (for worm). They are banned for several good reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods-up 14 days on lettuce, for example-and the chemical also seeps into the nearby water. Therefore, the government must be urged to keep the safety factor of pasticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

Source: Priyana, J. 2008. Interlaguage: English for senior high school student XI. Jakarta: Pusat Perbukuan

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Here is the analysis of the text based on the generic structure of hortatory exposition.

a. Thesis

Diazinon and dursband are chemicals used on lawns, gardens, agriculture crops and livestock as an insecticide or nematocide (for worm). They are banned for several good reasons.

This text is a thesis because the writer will announce about issue that must be concern.

b. Arguments:

Argument 1

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Argument 2

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Argument 3

Finally, residues, of course, are on some foods-up 14 days on lettuce, for example-and the chemical also seeps into the nearby water.

These texts are arguments because in the sentences the writer writes about the reasons why should diazinon and dusband should be banned.

c. Recommendation

Therefore, the government must be urged to keep the safety factor of pasticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

This paragraph is writer suggests what government should do based on the arguments have explained.

2.4 Concept of Discussion Web Strategy

Discussion web is an analytic graphic organizer that works particularly well with controversial topics. Graphic organizer is a learning media that coordinates ideas and concepts in visual form. That media is very important as defined by Tafani:

> Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accurancy and fluency (as cited in Pitaloka, 2014, p. 2).

Alvermann (1991) states discussion web is a special kind of graphic aid for teaching students to look at both sides of an issue before drawing conclusion. In addition Mos and Loh-Hagan (2016) define the discussion web directs student not only support their own opinion about an issue, but also provide support for the opposing point of view. It promotes critical thinking by encouraging students to take a position.

Moss and Loh-Hagan (2016) state discussion web strategy can be used by the third until twelfth level. Moreover, Duthie mentions this strategy requires students to establish and support evidence for their selected positions based on their reading of narrative or expository texts (cited in PCG, 2006, p. 164). In addition, Moss (2013) argues while discussion web can be used for narrative texts but discussion webs are particularly useful with various text type, including persuasive and informational texts, newspaper articles, and more.

According to Buehl (2014), discussion web is a collaborative strategy design to include all students in active participation in class discussion. Based on the explanations above, the researcher conclude that discussion web strategy was an interactive reading strategy that can help the students participate in the whole class discussion, instead of the students sitting passively. In accordance with Bailey, an ideal teacher should provide opportunities for students to talk by using group work or pair work and limiting teacher talk (as cited in Asrida, 2016, p. 150). By using discussion web strategy will help the students to generate their ideas or the problems in the text and comprehend it well.

There were some advantages of discussion webs strategy. Moss (2013) states that discussion webs have the potential to:

1. engage students in evaluating evidence and drawing their own conclusions about a particular topic,

2. help students see that there are multiple ways to view a particular idea (an important aspect of critical literacy), and

3. require that students support their own viewpoint about an issue, as well as note support for the opposing point of view.
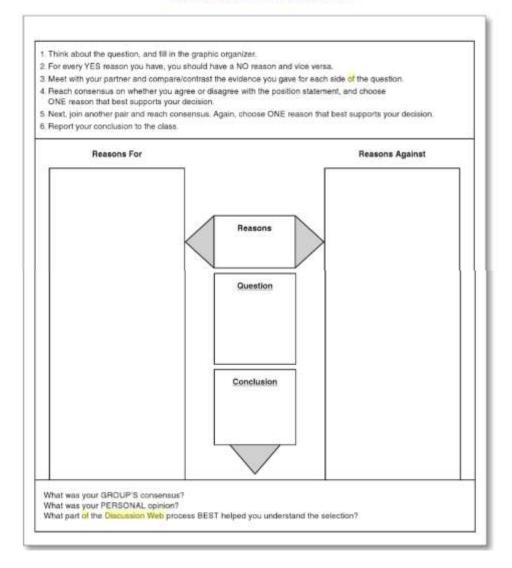
2.5 Procedures of Discussion Web Strategy

Procedures are really necessary in applying learning this strategy. By having procedures, it says discussion web strategy can be applied effectively and systematically. Sejnost and Thiese (2010) explain that steps for a discussion web strategy as follows:

1. Teacher places students in pair, and provide each with a copy of the discussion web graphic organizer.

2. After students have read the assignment, pose a controversial question for them to consider.

3. Teacher asks students to consider both sides of the controversial issue and record the reasons for and against it in the appropriate sections of the graphic organizer.

4. When students have completed their organizers individually, teacher asks students to compare their responses with those of their partner, discuss the evidence they have gathered for each side of the argument and reach consensus on which position they prefer.

5. Teacher asks each pair to join another pair of students to compare and discuss the evidence they have gathered for both sides of the question. This group of four will now reach a consensus on the controversial question and provide a single, best reason to support their decision.

6. Teacher reminds students that if they do not agree on one conclusion, they must choose a conclusion most of them agree on.

7. Teacher asks student from each group of four to present the group's consensus decision and one reason for choosing that decision.

DISCUSSION WEB STRATEGY

1. Think about the question, and fill in the graphic organizer.
2. For every YES reason you have, you should have a NO reason and vice versa.
3. Meet with your partner and compare/contrast the evidence you gave for each side of the question.
4. Reach consensus on whether you agree or disagree with the position statement, and choose ONE reason that best supports your decision.
5. Next, join another pair and reach consensus. Again, choose ONE reason that best supports your decision.
6. Report your conclusion to the class.

Reasons For		Reasons Against
	Reasons	
	Question	
	Conclusion	

What was your GROUP'S consensus?
What was your PERSONAL opinion?
What part of the Discussion Web process BEST helped you understand the selection?

Note: R. L. Sejnost and S. Thiese. (2010). From *Building Content Literacy Strategies for the Adolescent Learner.* Corwin

2.6 Previous Related Study

I found out previous related study which was related to the my present study.

The first previous related study was written by Meidilla (2013). Her research found the effect of using discussion web strategy toward students' reading comprehension at senior high school. The finding of her research showed that the students' comprehension improves significantly. Based on the analysis the value of t-test was 3.30 and value of t-table was 2.02, it means that t-test was bigger than t-table.

The similarity between the previous study and recent study is both of these studies use discussion web strategy in teaching reading comprehension and the sample is XI grade students. The differences between previous study and recent study are the previous study used narrative text and analytical exposition text, while the recent study will use hortatory exposition text.

The second previous related study was written by Mardiyati (2013). Her research found the effect of using Discussion Web strategy toward students reading comprehension at senior high school. The finding of her research showed that the students' comprehension improves significantly. Based on the analysis the value of t-test was 5.217 and value of t-table was 2.00, it means that t-test was bigger than t-table.

The similarity between the previous study and recent study is both of these studies use discussion web strategy in teaching reading comprehension and the sample is XI grade students. The differences between previous study and recent

study are the previous study used analytical exposition text, while the recent study used hortatory exposition text.

2.7 Hypotheses

According to Fraenkel, Wallen, and Hyun (2012), a hypothesis is simply put, a prediction of the possible outcomes of a study. The hypothesis of this study consists of null hypothesis (H_o) and alternative hypothesis (Ha) was as follows:

1. Ha : There is significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA IBA Palembang between the students who are taught by using discussion web strategy and those who are not.

    Ho : There is no significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA IBA Palembang between the students who are taught by using discussion web strategy and those who are not.

2. Ha   : There is significant difference on the eleventh grade students' hortatory exposition reading achievement in good, average, and poor category between those who are taught by using discussion web strategy and those who are not at SMA IBA Palembang.

    Ho   : There is no significant difference on the eleventh grade students' hortatory exposition reading achievement in good, average, and poor category between those who are taught by using discussion web strategy and those who are not at SMA IBA Palembang.

2.8 Criteria of Hypothesis Testing

To prove the research problems, testing research hypotheses was formulated as follows:

1. If the p-output (sig.2-tailed) is higher than 0.05 and t-obtain is lower than t-table, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

2.9 Research Setting

The researcher conducted the research at SMA IBA Palembang. SMA IBA was one of the non-government schools in Palembang. SMA IBA was located at Jl Mayor Ruslan, kelurahan 9 ilir, kecamatan ilir timur II. The accredittion of the school was A. This school taught all the four aspect of English skill, writing, reading, listening and speaking. There were two English teachers in that school. Teaching reading skill, the teacher taught the students like usual, where the teacher was in the front of the class and asked to open the book, after that the teacher begun to explained the material, for example the teacher explained about exposition text. Then the teacher asked student to read a text, finally asked them to answer the question about exposition text. So, only some students who clearly understood about the material it self.