CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains basic theories which are related to this study. It consists of five parts. They are about Reading Comprehension, Recount Text, Hypertext glosses, Teaching Reading using Hypertext Glosses and Previous studies which are related to this study.

A. READING

Reading is very necessary as a way to get some information and knowledge.[1] Therefore, reading is the window of the world.[2] Through reading, people can track the whole world. However, in order to read effectively, readers must be sure that they not only read letter by letter but also comprehend and gasp what they read. The following explanation may help to define the nature of reading, reading comprehension and problems in reading comprehension.

1. The Nature of Reading

Reading is a two-way process. Reading is process of author and readers communication.[3] It is an activity or process to get meaning, message or

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[1] Harmer Jeremy. *How to teach reading*. (Harlow : Longman, 1998), 69.

[2] Chamille Blachowicz and Donna Ogle. *Reading Comprehension : Strategies for Independent Learners*. (US : The Guilford Press. 2008) 1.

[3] Angelita D. Romero and Rene C. Romero. *Developmental Reading : A skill Text for College Students*. (Philippine : Rex Printing Company, inc. 2008) 2.

information from a written text.[4] By reading, authors try to transfer the knowledge, inform important message and entertain the readers. Therefore, the readers must have good comprehension as a bridge to understand the author's message or purpose in other to avoid misinterpretation or misunderstanding. Romero also stated that reading is largely a visual process.[5] The readers will have good comprehension if the text is completed by particular pictures, graphic or highlighted words to stimulate our visual process because good eyesight is required in good reading. Moreover, she stated that reading is an active process. It is a thinking process where the readers must react physically, emotionally or intellectually about what they read. Reading is very useful for many purposes. It can be used to engage in advanced studies, get a good job, travel, become more cross-culturally aware, communicate with others and be entertained. [6] According to Blachowizs and Ogle, reading makes use of linguistics system which enables readers to be more effective users of written language.[7] Some texts usually have some knowledge of syntax, orthography and morphology. By reading, readers will understand those materials easily. Effective reading is partly dependent on the readers' prior knowledge or background experience. In order to obtain good comprehension in reading, readers must have prior knowledge of the text. It includes the physiological,

[4] Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic, 4th ed* (London: Pearson Education Limited, 2010), 483.
[5] Angelita D. Romero and Rene C. Romero. *Developmental Reading………………*2
[6] William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 6.
[7] Chamille Blachowicz and Donna Ogle. *Reading Comprehension…………………*1

psychological, mental, environmental, sociological and linguistics factors. Moreover, Reading is a complex process.[8] Reading is complex because reading is not only as an activity of absorbing the text, instead there are some aspects related to reading that should be regarded.

Based on those characteristics, reading means as an interaction between author and readers through a written text which is aimed to look for and get information about what the readers need and understand the writer's purposes and the content of the text. The reader is not only looking at word in the form of graphic symbols but also getting meaning from word to word to grasp the whole text.

2. Reading Comprehension

Reading is about comprehending. It is a receptive skill which provides a means to observe and explore, to ideate and create.[9] Klingner stated that reading comprehension can be defined as complex process involving interaction between readers and what they carry to the text such as knowledge and strategies used in reading and also variables related to the text such as interest and understanding.[10] Reading comprehension can be defined as how good a student understands text how good the student uses cognitive and metacognitive

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[8] Angelita D. Romero. *Developmental Reading*...2.
[9] Susan L. Cooledge, Doctoral Dissertation: "*L2 Reading and Hypertext: A Study of Lexical Glosses and Comprehension among Intermediate Learners of French*" (New York: The University of Arizona, 2004), 13.
[10] Klinger et all. *Teaching Reading Comprehension to students with learning difficulties*. (New York: The Gullford Press. 2007),8.

processes and offer information about the text.[11] Klingner also stated that reading comprehension can be defined as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. It indicates reading comprehension is not only about understanding the text but it is about the complex processes that involve interactions between reader and the text he reads dealing with understanding the literal meaning of text, critical thinking about message of text, and appreciation of what the author delivered through the text.[12]

3. **Problems in Reading Comprehension**

Some findings in real English teaching and learning process show the problems and low quality of students' reading comprehension. In reading process, some students have difficulty in literal meaning. They are unable to translate even guess the meaning of the words in the passage. This difficulty makes them fail to comprehend the whole text even get the information of the text. Some have problems in understanding text structure.[13] Since Indonesia adopts literacy approach, most of English written text follows some sort of rhetorical structure, such as genre or the story grammar of narrative, descriptive, recount, report text or the organization structure used in an informational or functional text such as announcement, advertisement, and

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[11] Klinger et all. *Teaching Reading Comprehension* ………………………15.
[12] Klinger et all. *Teaching Reading Comprehension* ………………………10.
[13] David J. Chard. *What is reading comprehension and why is it important* (New York : US department of education, 2008). 2.

notice. For some students, those structures are not readily clear and when they do not understand text structure patterns, they have difficulty understanding what they read and making inferences. Other students are lack of reading practice. It makes difficult to comprehend the text and analyze the information in the text such as main idea, topic and other specific information.

Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension can not be mastered instantly, it requires effort. Readers must intentionally and purposefully work to create meaning from what they read. Good readers become so fluent and automatic at strategic comprehension processing that you rarely "see" the work they are doing.[14]

B. RECOUNT TEXT

Recount text is one of text types which is recognized well in teaching reading and writing in Junior and Senior High School. Text type is a classification of texts according to their purpose and features. The notion of text types is based on the assumption that texts are structured in particular ways in order to achieve certain communicative and socio-cultural purposes. The different stages in the schematic structure of a text make a particular contribution to the text achieving its

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[14] David J. Chard. *What is reading comprehension* 2

communicative purpose.[15] In this part, the researcher will define the explanation about recount text. These are the definition, generic structure, language feature and types of recount text:

1. The definition of recount text

Recount text is a text which tells us about a past experience. The purpose of the text to tell reader what happened in the past though a sequence of events (in order in which the events occurred).[16] It is different from narrative because this text does not include complication and resolution. A recount text can be defined as a text which is telling about one story, action or activity. Its goal is to entertain or inform the reader about past events.[17]

2. Generic Structure of Recount Text

There are three generic structures of recount texts, namely, orientation, series of event, and reorientation.[18]

a. First, orientation is an introduction of events or experiences. It provides basic information about the story such as who was involved, what happened, where this event took place and when it happened so readers or audiences understand the text easily. In addition, setting and characters are introduced.

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[15] Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic,4th ed*. (London: Pearson Education Limited, 2010). 596.

[16] Joko priyana,virga Renita sari, arnys Rahayu Irjayanti. *Interlanguage: English for Senior High School Students X* (Pusat Perbukuan Depatement Pendidikan Nasional. 2008) page 18-23

[17] Agus Tri Sabdono, et all. *Wajar: Penunjang Program Wajib Belajar for eight graders.*(Jakarta: Graha Pustaka. 2011). 22.

[18] Agus Tri Sabdono, et all. *Wajar: Penunjang Program Wajib Belajar* ……………….18-23

b. Second, series of events are called as a body of text. The series of events are usually written in chronological order or sequence. This stage includes how problems deal with, how character within the text feel about the events, and how the event told in detail.

c. Third, reorientation is stating a personal comment of the writer to the story or concluding the texts. In this stage, the writer summarizes the event but it is optional based on the writer. In this stage, the sequence of event is ended and any issues or problem are completely resolved by characters.

3. **Language Features of Recount text are:[19]**

a. Proper nouns to identify those involved (specific participants)

For example : our plane, the airport, my dog.

b. First person pronoun are used to highlight the personal nature recount

For example : I , we, me.

c. Use of Past tense to describe events.

For example: I went to Surabaya, I was eating in the restaurant, I had finished doing my job before they came.

d. Time adverbials are used to connect events chronologically.

For example: In 1987, the following day, yesterday.

e. Details and descriptive words (adjectival and adverbials) are chosen and used to make the recount more vivid and interesting.

For example: the old woman, this new expensive book.

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[19] Agus Tri Sabdono, et all. *Wajar: Penunjang Program Wajib Belajar ………………*23.

4. The types of recount text: [20]

    a. Letter   : a written message addresed to person or organization. It can be private or business letter.

    b. Biographies   : Story of person's life written by somebody else.

    c. Historical book : Story about historical moments / events.

    d. Autobiographies   : Story of person's life written by that person.

    e. Dairy entries   : Story about an experience happened in the past.

C. HYPERTEXT GLOSSES

    Hypertext glosses is media which is used in this research. These are the explanations about hypertext glosses. It includes the definition of hypertext glosses, kinds of hypertext glosses, theoretical framework, the example of hypertext glosses and the advantages and the disadvantages of hypertext glosses.

1. Definition of Hypertext Glosses

    The term of Hypertext Glosses comes from Hypertext and Glosses. Hypertext glosses exists as a useful and effective media in language teaching and learning process.[21] It is also as a proof that Computer Assisted Language Learning (CALL) has existed, developed and tried to contribute in the field of education.[22]Based on Theresa Catalano, hypertext is text containing references

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[20] Susanto, Joko. *English book for eight grader*s. (Jakarta: Ganesa Exact. 2011). 15.

[21] Theresa Catalano. "*Promoting L2 Reading in Less* ……………………… 10.

[22] H Doughlas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy, 2ⁿᵈ ed*. (New York: Addison Wesky Longman, Inc. 2001), 145.

or links to additional information and material (textual, pictorial, video, sound or graphic) that can be accessed immediately.[23] The use of hypermedia texts (or hypertexts) is another way of teachers to enhance students' reading comprehension. Hypertexts can be utilized not only to clarify, explain, and illustrate the meanings of words and expressions, but also to explain rhetorical, socio/cultural, historical, and other concepts embedded in the text.[24] Hypertext glosses is an Electronic document text which is connected (hyperlinked) to another chunks of text using a mouse click. It is usually different from the normal text by a different color, by underlining, or by both.[25] There are three different types of hypertexts:[26]

1. Glosses, where you could move your mouse over a new vocabulary item to get the definition

2. Controlled Hypertexts, where you were given links to other texts that gave you additional information on various points made in the reading

3. Free Hypertexts, where you read a main text, and then you had to search the Internet to find additional texts to get more information on the topic

However, according to Davis (cited in Bensalem's research) who defines hypertexts as electronic texts that readers can access in non-linear way using

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[23] Theresa Catalano. *"Promoting L2 Reading in Less Commonly Taught Languages with Hypertext"*. (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.

[24] Theresa Catalano. *Promoting L2 Reading 42*

[25] Dictionary. "Hypertext" *Business Dictionary*. (http://www.businessdictionary.com/definition/hypertext.html, accessed on August 4th,2013)

[26] "Hypertext feedback" (http://kccesl.tripod.com/hypertextstudy/studentfeedback.html , accessed on August 5th, 2013)

hyperlinks, stated that hypertext which is provided with glosses will more helpful for readers in the reading process.[27] Through the use of glossed hypertexts, students will be able to practice and improve their reading skills in the target foreign language. Therefore, the researcher uses hypertext glosses for the media in this research. In this study, hypertext glosses is presented in offline computerization using Microsoft words and Power point programs.

Gloss refers to an interpretation, explanation or definition of words written on margins in reading passages that helps learners readily work out the meaning of the word.[28] In the case of this study, the researcher focuses the gloss of the hypertext to the textual and picture information. Glossing is especially important in L2 reading because it is a means for learners to understand a text. Annotations assist learners for the parts of a text that are outside their competence.[29] According to Lomicka, glosses provide accurate meaning of words which might be difficult, glosses will not interrupt the students in the reading process and it may encourage learning new vocabulary.[30]

2. **Kind of Glosses**

Based on Roby's theory, there are various kinds of hypertext glosses. He emphasizes the fact that glosses are much more than translations or explanations of hard words. According to him, glosses can be characterized by

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[27] Elyes Ben Salem. *The Influence of Electronic Glosses on Word Retention and Reading Comprehension with Spanish language learners*. 2006.
[28] Jack C. Richards. *Longman Dictionary of Language……………………………….* 596.
[29] Lomicka, L. "To gloss or not to gloss": An investigation of reading comprehension online. *Language Learning & Technology*. 1998. (2), 41-50
[30] Lomicka, L. "To gloss or not to gloss": An investigation of reading…..... 43

their authorship, presentations, functions, focus, language, and form. Below is

Roby's detailed taxonomy:[31]

I. Gloss authorship
  A. Learners
  B. Professionals
    1. Instructors
    2. Materials developers
II. Gloss presentation
  A. Priming
  B. Prompting
III. Gloss functions
  A. Procedural
    1. Metacognitive
    2. Highlighting
    3. Clarifying
  B. Declarative
    1. Encyclopedic
    2. Linguistic
      a. Lexical
        i. Signification
        ii. Value
      b. Syntactical
	IV. Gloss focus
	  A. Textual
	  B. Extratextual
	V. Gloss language
	  A. L1
	  B. L2
	  C. L3
	VI. Gloss form
	  A. Verbal
	  B. Visual
	    1. Image
	    2. Icon
	    3. Video
	      a. With sound
	      b. Without sound
	  C. Audio (only)

Figure 2.1
Taxonomy of Glosses

Based on those classifications, there are many kinds of glosses that can be

used. However, the hypertext glosses in this study can be classified as follow:

The hypertext glosses is used for learners. The gloss is presenting in priming.

The researcher uses highlighting function of the gloss with lexical explanation/

additional information. The glosses are in form of verbal (text) and visual

(image).

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[31] Jee Hwan Yun. *The Effects of Hypertext Glosses on L2 Vocabulary Acquisition: A Meta-Analysis*. 2011.

3. **Theoretical framework**

There is a theoretical framework relate to the implementation of hypertext glosses to improve reading comprehension for this study. It is **Dual-Coding Theory.**

Dual coding theory is established by Allan Paivio. It explains how verbal and nonverbal information is processed. This theory was originally developed to account for verbal and nonverbal influences on memory, but it has been extended too many other areas of cognition through a systematic program of research over many years. Dual coding theory describes that cognition consists of representational system called verbal and nonverbal systems. According to this theory, words and sentences are processed and encoded in the verbal system, while images are processed and encoded in the nonverbal system.

Dual coding theory has a great contribution in language teaching. It provides theoretical justifications for the use of visuals in the instructional presentations. It claims that when information is available in two models of presentation (textual and pictorial), it becomes more elaborate, so it will be more memorable.[32] According to Paivio, there are three types of processing for verbal and non-verbal input: (a) representational, (b) referential, and (c) associative processing. First, Representational is process to activate the verbal

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[32] Allan Paivio. *Mental Representation: A Dual Coding Approach*. (New York: Oxford University Press. 1986),53.

and visual systems by a stimulus. This means that images or objects activate words and words activate images or objects. For instance, when students are taught to know verbs by using pictures, they can recall each verb based on the picture they have noticed. Such as cooking is showed using a picture of a woman who holds pan and spatula in the kitchen, reading can be showed using a picture of anybody who reads book, magazine or newspaper, etc. On the contrary, if each picture contains the verb (text) itself using their first and second language, students can imagine the picture of the words. Second, associative is process to activate linguistic units (words) in the verbal system and between images in the representational system. Paivio claims that pictures are more likely to activate both coding systems upon processing than words. This assumption rationally defines that when the information is coded dually in two modes, they will be better than those coded only in one mode.

This theory is used by the researcher as the theory that underlies hypertext glosses since hypertext glosses is intended to show text which is linked to pictorial also textual references.[33]

4. The Example of Hypertext Glosses

There are some examples of hypertext glosses that can be used or implemented by teachers in reading activity.

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[33] Paivio, A. 1986. *Mental Representations. A dual Coding Approach*. (New York Oxford University Press). 100.

First, this hypertext glosses is used by son (1998) with the name "hypertext gloss-based reading interface". This hypertext glosses can be located at the bottom of the reading passage similar to traditional paper glosses so that L2 readers can be less confused to use the glosses. Here is the figure:[34]
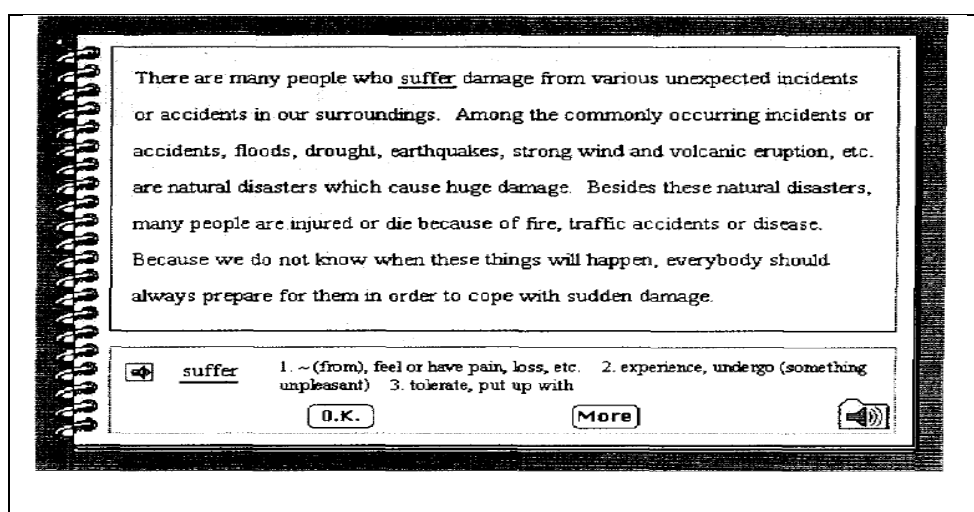

Figure 2.2
Hypertext glosses with textual glosses only

This hypertext glosses is focused on textual glosses, when readers or learners click on the unknown vocabulary that they encounter while reading, the meaning comes out with a separate window at the bottom text so that the learners can differentiate between the text they are reading and the word they want to look at.

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[34] Son, J. B. (1998). Understanding hypertext: A discussion for TEFL. *English Teaching,53*(3), 113-124

The second hypertext glosses is also used by Son (cited from Yun Ku) on his research.[35] He used hypertext glosses with the combination of textual, pictorial, sound and video. The readers are able to click to the glosses to get the additional information or translation based on the words they click. The readers can choose what glosses they need, text, picture, sound or video which can help them more comprehend the text they read.
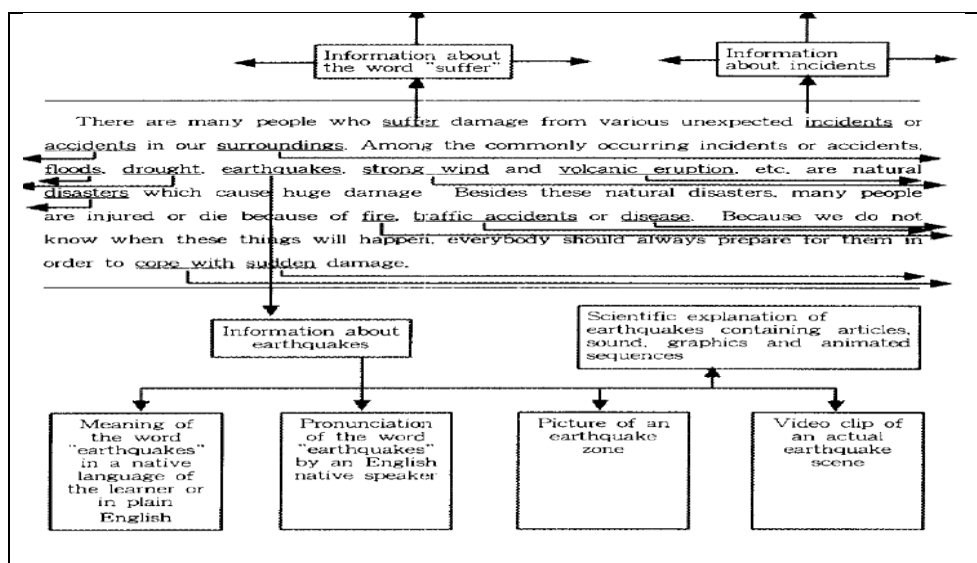
Figure 2.3
Hypertext glosses with textual and pictorial glosses

The hypertext glosses which is used in this study is hypertext glosses with the combination of textual and pictorial. The textual (verbal) gloss contains meaning or synonym or antonym of the words and pictorial (non-verbal) glosses shows the helpful image to describe the words.

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[35] Jee Hwan Yun, Doctoral Dissertation: "*The Effects of Hypertext Glosses on L2 Vocabulary Acquisition: A Meta-Analysis*". (Kansas: University of Kansas, 2011), 3.

5. The Advantages and the Disadvantages of Hypertext Glosses

As media, hypertext glosses give some advantages and disadvantages to the users during its implementation. There are some advantages which are stated by Theresa Catalano as the result of her research. She stated that hypertext glosses is very helpful because it contains glosses which are linked to additional information that can help readers in reading the text.[36] She also stated that, hypertext glosses can be useful not only to help readers comprehend the text easily but also helped readers to learn many new vocabularies and minimize the difficult words. Hypertext glosses can help students to read fast, easily and effectively because they do not need to always consult to the dictionary to find out difficult words. Moreover, hypertext glosses is also interesting because it provides many combination of glosses (verbal and nonverbal) which can be used to make clear the passage. Therefore, students have more passion and they are motivated to read. In addition, based on Alan Paivio in his theory, Dual Coding Theory, hypertext glosses is more understandable and memorable than conventional text because it provides two presentations (verbal and nonverbal) which help stimulating the students in reading a passage.[37]

However, there are some disadvantages of the implementation of hypertext glosses. According to Theresa Catalano, hypertext glosses could give

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[36] Theresa Catalano. *Promoting L2 Reading ……………………………… 46*

[37] Paivio, A. 1986. *Mental Representations……………………………….* 100.

disadvantages if the glosses contents unclear definition or information. Too much glosses makes the students feel not freedom in interpreting the text. It makes the students confused with the information given. In addition, too much glosses can also make the text becomes strange.[38] Moreover, the use of computer can be problems for both teacher and students too. Students who are not familiar with the use of computer maybe confused to use it or sometimes getting trouble with the computer. Run mouse over blue words instead of clicking. [39] Furthermore, students who are not accustomed to read the text from screen, they might get red eyes irritation if they read the text too long time.[40] The hypertext glosses makes the students feel not freedom in interpreting the text. In addition, reading via hypertext glosses sometimes makes the students loss of contact to the text. It happens because the students forget the last words they read.[41]

D. TEACHING READING

Since reading is very important activity, it becomes a big job of language teachers to teach reading effectively. Teachers must pay attention on how to teach reading effectively, in order to students can gasp and comprehend whatever text they read. Teachers also must know the characteristics of their students because

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[38] Theresa Catalano. *Promoting L2 Reading 46*
[39] Theresa Catalano. *Promoting L2 Reading 46*
[40] Theresa Catalano. *Promoting L2 Reading 46*
[41] Lomicka, L. *To Gloss or Not To Gloss. An investigation of reading comprehension online. Language Learning and Technology. 1998. (2), 41-50.*

each student has different characteristics and interest. The following are such needed for teachers to teach reading in her classroom. There are explanations about classroom reading performance, the principle of teaching reading, teaching reading for teens and teaching reading recount text using hypertext glosses.

1. **Classroom Reading Performance**

   There are two types of classroom reading performance. They are oral and silent reading.[42] Oral reading or reading aloud is kind of classroom reading performance which gives the readers chance to read loudly. Oral reading brings some advantages and disadvantages. The advantages are both students and teacher can evaluate the pronunciation, evaluate difficult vocabulary and this kind of reading is as bottom up processing skills. The disadvantages are it is less effective in reading class since the other students who do not get turn to read are loss of attention. The other is silent reading. Silent reading is reading to gain comprehension, to look for particular or important information from the text or passage, and to read the content of the text in detail.

   Silent reading is divided into two, extensive and intensive reading. Intensive reading emphasizes emphasize the accuracy activity involving reading for detail or we can say intensive reading is reading carefully through word by word of a text from beginning until the end. It more focuses on linguistics and content. The aim of intensive reading is comprehending logical argument, rhetorical arrangement or pattern of the text, symbol, emotional and social

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[42] Brown, H Doughlas. *Teaching by Principles…………………………………* 312.

overtones, of the attitudes and purposes of the author. For example the learner are asked to answer comprehension question based on the text, learning new vocabulary from a written text, and summary the passage.[43]

However, extensive reading is contrasted with intensive reading which is slow. Extensive reading is reading longer text as quick as possible, so reader reads text in general, not in detail such as reading newspaper, long article, or advertisement in the shortest possible time. It involves learner reading text enjoyment and to develop general reading skill. Extensive reading is grouped into three, skimming, scanning and global. First, scanning, it is the skill where the students do not need to read word by word and line by line of a text to get information. They just need to focus on numbers, name, date or italic words. Second, skimming, it is the skill in reading where they need to get general idea about the text. They do not need to read every detail of the sentence because it will waste the readers time even they can not get the general idea. [44] However, the researcher of this study tries to focus the study on intensive reading. Intensive reading is very important to help the readers comprehend the text in detail.

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[43] Brown, H Doughlas. *Teaching by Principles*……………………………….. .313
[44] Harmer Jeremy. *How to teach reading*……………………….. 69

2. **The Principles of Teaching Reading**

According to Hammer, there are some principles to teach reading. These six principles could be consideration for teacher to teach reading effectively: [45]

a. *Reading is not a passive skill* : Reading is required the readers to be active. It means that to have good comprehension in what the text is about, the readers need to understand the meaning, understand the arguments, and as if join in what the writers wrote. The readers imagination and cognitive skill are demanded to work together when they are reading.

b. *Students need to be engaged with what they are reading* : In teaching reading, teacher needs to engage the students in order to make them being motivated in reading a text. The teacher can engage them by choosing their favorite text or explaining about what they will read . By knowing the purpose of reading and having idea about the text, it would make then more curious and interested in reading.

c. *Students should be encouraged to the content of a reading text not just to the language* : Reading is not only focused on the use of language such as grammar or the number of paragraphs or diction. Students need an opportunity to understand the content of the whole text, get the message of the text, express their feeling or give respond related to the text or topic .

d. *Prediction is a major factor in reading* : The readers usually judge the content of the book by its cover, picture or title. It means that the readers use

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[45] Harmer Jeremy. *How to teach reading………………………….....* 70-71

their prediction before reading the text. They usually have predicted what the text is about before reading by just reading its title or looking the picture. It is goog because it is like the starting point of reading. Here, teachers need to give more stimulation so that the students can also predict what's coming.

e. *Match the task to the topic* : Before asking the students to read a passage, it is better to give them question about the text, elicit their prior knowledge, engange them to the topic. The teacher needs to choose good reading task. Sometimes good reading task could be boring if the teacher asks boring and inappropriate questions. The teacher must be able to choose interesting task for students.

f. *Good teacher exploit reading text to the full* : Teaching reading is not just asking the students to read and answer the questions. A good teachers must be a ble to connect one material to another. Good teacher must integrate the reading text into another interesting activity. For example, after reading a recount text, the teacher uses the same topic for further discussion.[46]

3. Teaching Reading for Teens

Children between twelve and eighteen years old are grouped as teens or young adult. This is the transition age between children and adult. Since the subjects of the study are eight graders, they are categorized as teens.[47]

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[46] Harmer Jeremy. *How to teach reading*... 70-71
[47] H Doughlas Brown. *Teaching by Principles. An Interactive Approach to Language Pedagogy, 2ⁿᵈ ed*. (New York: Addison Wesky Longman, Inc.2001). 91

Teaching reading for teens is absolutely different from teaching children or adult. They are more challenging, therefore teachers must prepare a very special set of strategy, media or method to teach them. Here are several characteristics which make them different such as:

a. By the age of twelve, teens' intellectual capacity has developed rapidly. They can think logically and critically. Moreover, they can solve complex problems. Their meta language can be used effectively. Teens are ready to solve task.

b. Teens have longer attentions span than children. However their spans can be shortened easily especially when they get bored or in a bad mood.

c. Varieties of five sensory inputs are still important. They need stimulation to use their five senses maximally.

d. Teens are ultrasensitive perceive their changing physical, emotional and mental capability. [48]

Basically, adolescences have good potential and possibility to comprehend the text. It is stated that teens intellectual capacity and logical thinking has developed. It means adolescences have the ability to work with text because they can think logically to help them understand the text. However, since they are very emotional and sensitive, the teacher must have many strategies to stimulate their willingness to read, therefore they are not

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[48] Brown, H Doughlas. *Teaching by Principles* ………………………………………………91-92

bored. Students at this age usually like reading story and imagine about the description of things around them.

4. Teaching Reading Recount Text using Hypertext Glosses

There are many ways to teach reading using hypertext glosses. It depends on how creative the teacher is. One alternative teaching method is using three phase method. It is the method which uses pre-reading activity, whilst reading activity and post-reading activity. Here are the explanations about how to teach reading recount text using hypertext glosses:

a. First, teacher can implement the use of hypertext glosses in pre-reading activity. It is the activity before the students read recount text. Pre- reading activity lets teacher provide sets of information before asking students to read the recount text including what they are going to do, background knowledge related to the text, curiosity and motivation.[49] Most learners are usually not interested in reading activity or lack of motivation in reading because they have no interest and idea what to do. That is why the teacher needs to give preview to let students know about what they should do.

According to Alghafli in his research, the teacher can implement hypertext glosses in pre reading activity by explaining about how to use hypertext glosses, the advantages and also train the students to try the media. Then teacher can continue informing the students what they are going to do and the objectives of the activity. Next, teacher can build their background

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[49] Harmer Jeremy. *How to teach reading*. (Harlow : Longman, 1998), 69.

knowledge by asking some questions related to recount text and allowing them to answer.[50] It is needed to get the students' interest of the media and to avoid the difficulty in using the media. Based on Alghafli's research, teacher can show the picture, video or introducing text from using hypertext glosses to stimulate their background knowledge and curiosity.[51] The teachers could stimulate the students for about 10-15 minutes.[52]

b. Second, the teacher can also use hypertext glosses in whilst reading activity. It is the following activity after pre reading activity. It is the main part of teaching reading. The main activity can be started after the teacher finished giving sufficient explanation about recount text and the use of hypertext glosses. Yanguas stated that hypertext glosses is more effective if it is used in whilst reading activity.[53] Hypertext glosses can help students understand the whole text easier because it contains additional information about the difficult word or phrases in the text. The readers will read the text faster without many pauses to consult difficult words in the traditional dictionary.[54]

According to Brown, in whilst reading activity, there are two kinds of reading that can be chosen. They are silent reading or reading aloud. Silent reading is conducted if teacher wants her students to read independently and

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[50] Mansour Hussain AlGhafli. *The Effect of Mediated Glosses on Vocabulary Retention and Reading Comprehension with English Language Learners in Saudi Arabia*. 2011. 65

[51] Mansour Hussain AlGhafli. *The Effect of Mediated Glosses…………………………… 63.*

[52] Beatrice S. Mikulecky and Linda Jeffries, *More reading Power*,…………………………4.

[53] Yanguas, Inigo. *Multimedia Glosses and their Effect on L2 Text Comprehension and Vocabulary Learning.* Language learning and technology. June 2009, Volume 13, Number 2 pp. 48-67

[54] Theresa Catalano. *Promoting L2 Reading …………………………… 46*

understand entire passage. However, to evaluate their pronunciation, she can ask the students to read loudly.[55] In this research, the researcher focusses on implementing hypertext glosses in whilst reading activity. The researcher uses the combination of silent reading and reading loud. The researcher lets the students reading the text from hypertext glosses and let them to operate the computer by themselves. Sometimes, the researcher orders the students to read loudly to evaluate their pronunciation and sometimes the researcher orders the students to read in silent reading. In this case, the researcher just needs to facilitate, monitor and help the students if they get difficulty in reading using hypertext glosses. After letting the students read, teacher can move to post reading activity.

c. Third, hypertext glosses can also be implemented in post reading activity. In this activity, teacher can evaluate the students' understanding of what they have read using hypertext glosses by asking some questions related to the text. Teacher can test the students' comprehension of the text by asking them to answer some questions related to the text. For example asking about main idea, the purpose of the text, generic structure, the important information or the difficult words. According to Yun, hypertext glosses is useful for post reading activity as evaluation media.[56] The teacher could put sequence picture on the slide then orders the readers to tell the story or the teacher can

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[55] Brown, H Doughlas. *Teaching by Principles………………………………..* .313

[56] Jee Hwan Yun. *The Effects of Hypertext Glosses on L2 Vocabulary Acquisition: A Meta-Analysis*. 2011. 40.

show some questions which are linked to the answer to test and also help them understanding the reading text.

E. PREVIOUS STUDIES

A number of studies have been conducted to investigate the effects of hypertext glosses in language teaching. Some of these studies have been selected and discussed here.

First, using meta-analysis method, Jee Hwan Yun has investigated the effect of hypertext glosses on L2 vocabulary acquisition. His study was conducted to find out the effect of hypertext glosses on foreign language learners' vocabulary acquisition in online computerized reading context and to find out the most effective combination of hypertext glosses (using text only or text and visual glosses) on foreign language learners' vocabulary acquisition. The participants were college students from various foreign language learners including English, Japanese, German, and Spanish as a foreign language. They were divided into two groups, control and experimental group where control group read the text with text-only glosses and experimental group read the text with text+ visual (multiple glosses). This research tried to measure only learner's vocabulary improvement. The result revealed hypertext glosses with text and visual glosses (multiple glosses) was more effective than text-only glosses to increase learners'

vocabulary. It is proven from their improvement score in post vocabulary test.[57] The difference between this study and the research above is about skill which is measured. This research would like to measure about students' reading comprehension while the previous research measured the vocabulary improvement.

Second, a line with research above, Zeinab Zandieh and Manoochehr Jafarigohar conducted a research about the effects of hypertext glosses reading task on learners' immediate and delayed vocabulary retention in incidental and intentional conditions. The participants were 184 Intermediate learners of English as a foreign language. There was no control group in this research. They were divided into two groups experimental with two different conditions; intentional (have told that they would have vocabulary test after the treatment) and incidental (have not told that they would have vocabulary test after the treatment). They read the same text with permanently highlighted target vocabularies in the intentional condition, and temporarily highlighted target ones in the incidental condition. It had a posttest-only design. It had an immediate and delayed posttest but not a pretest. Passages from a standardized TOEFL iBT test were selected as test instrument. The result presented that the strong and the weak points of the two learning conditions regarding to immediate and delayed retention. On the immediate vocabulary retention test, the intentional group scored better than the

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[57] Jee Hwan Yun. *The Effects of Hypertext Glosses on L2 Vocabulary Acquisition: A Meta-Analysis*. 2011.

incidental group while on the delayed vocabulary retention test, the incidental group scored better than the intentional group although the difference was not significant. The result also showed that Computer mediated hypertext glosses provide learners with the advantages and disadvantages. However, it's still have advantages in language teaching such as keeping up with the available instructions for their tasks, more freedom and a better level of involvement into the learning process.[58] The difference between this study and the research above is about skill which is measured. This research would like to measure about students' reading comprehension while the previous research measured the vocabulary and reading improvement. Moreover, the subject in this research is English learners in Indonesia.

Third, different from those two studies, Theresa Catalano conducted a qualitative research about the use of hypertext glosses in language classroom for commonly taught languages. She explored the use of hypertext reading task in foreign language classroom and how teachers can create their own hypertexts and implement them in the classroom. The participants were 73 Italian University students from two different classes. The teacher ordered them to read Italian texts via hypertext glosses which were linked to multiple glosses; video, picture, text, sound, diagram, etc. then make their own reading text using hypertext glosses. This study was not testing about the effectiveness of hypertext glosses. It was

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[58] Zeinab Zandieh and Manoochehr Jafarigohar. *The Effects of Hypertext Gloss on Comprehension and Vocabulary Retention under Incidental and Intentional Learning Condition.* 2012.

about the teacher's variation in teaching reading. The researcher interviewed the students about the implementation of hypertext glosses in teaching reading. The result showed that hypertext glosses brought advantages and disadvantages to the readers. It did not measure the effectiveness of hypertext glosses. Overall, although it brought some disadvantages and it was not identified whether hypertext glosses was effective as teaching media, it is still useful as media in teaching reading for language learners. [59] The difference between this study and the research above is about design of research. This research uses quantitative research while the previous research used qualitative research.

Fourth, a research about hypertext glosses was done by Mansour Hussain Al Ghafli. He investigated the effectiveness of mediated glosses for understanding technical terms with foreign language learners in Saudi Arabia. The participants were Arabic students of intermediate-level of English courses at a major petroleum company or institution. They were 19 to 23 years old. They were divided into three conditions: a) audio and text; b) audio, text, and picture; or c) audio, text, and animation. They had to read an online story in English with 50 glossed words. Then they completed 22 items of multiple-choice comprehension test then reviewed 59 glossed terms without the story, and completed a vocabulary test immediately following and two weeks later furthermore demographic and attitude questionnaires were administered. The result showed Online glosses with dynamic

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[59] Theresa Catalano. *Promoting L2 Reading in Less Commonly Taught Languages with Hypertexts*. 2011.

pictures were more effective in supporting comprehension and vocabulary retention and were rated higher than text-based glosses. The process revealed that dynamic pictures may often be as effective as animations. [60] The difference between this study and the research above is about the use of the glosses. This research would like to use the combination of textual and pictorial glosses in L1, while the previous research use hypertext glosses with the combination of textual, pictorial, audio and video in L2 (second language).

Another study which investigated the impact of different types of electronic glosses on word retention and reading comprehension among second language (L2) Spanish learners was conducted by Elyes Ben Salem. It was an experimental research. The participants in the study were 93 third semester students of Spanish class at The University of Kansas. They were ordered to use a web-based reading text in Spanish. Each participant read the text with different conditions: First, reading hypertext with no glossing, Second reading hypertext using English translation text glossing, Third reading hypertext with text and audio glossing, reading hypertext with text, audio and picture glossing, or reading hypertext with text, audio, picture and writing glossing. From this research, it was concluded that the more frequently second-language learners consult electronic glosses, they would comprehend and acquire new words better. Glosses with text, audio, and pictures are the most beneficial combination of hypertext glosses to learn new

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[60] Mansour Hussain AlGhafli. *The Effect of Mediated Glosses on Vocabulary Retention and Reading Comprehension with English Language Learners in Saudi Arabia*. 2011

vocabularies. [61] The difference between this study and the research above is about the use of the glosses. This research would like to use the combination of textual and pictorial glosses in L1, while the previous research use hypertext glosses with the combination of textual, pictorial, audio and video in Spanish language.

Next, Susan L. Cooledge conducted a research about the students' reading behavior as they read a hypertext with LI and L2 lexical glosses. This study focused investigating the correlation between lexical glosses to the students' comprehension and vocabularies. The participants were 73 French language learners. They were ordered to read online text using hypertext glosses. The researcher then gave them multiple choice questions and questionnaire the correlation between their lexical knowledge, semantic knowledge and prior knowledge to their reading attitudes. The result showed Comprehension increased when the text accessed to the hypertext glosses linked both French and English language glosses, regardless of prior ability. Moreover, based on this research, accessing only one gloss was not linked to great comprehension. Learners needed combination of glosses. [62] The difference between this study and the research above is about the use of online computerization. This research uses offline computerization.

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[61] Elyes Ben Salem. *The Influence of Electronic Glosses on Word Retention and Reading Comprehension with Spanish language learners*. 2006.

[62] Susan L. Cooledge. *L2 Reading and Hypertext: a Study of Lexical Glosses and Comprehension among Intermediate Learners of French*. 2004.

Then, this following previous study relates to teaching reading comprehension. It is a thesis written by Khoiriyah. Her research was conducted to improve students' reading comprehension by building background knowledge using semantic mapping. It is an experimental research. The participants in this study were students in eighth grade of junior high school. Experimental group was taught using semantic mapping while control group was taught using traditional method. Based on this research, although semantic mapping could help to improve students' reading comprehension, it could not motivate students to read English text. The teacher had to stimulate the students to read the text and guessing the meaning of different words. [63]

Another was done by Zahrotul Faizah.[64] Her research was conducted to overcome students' reading comprehension problem by implementing teaching strategic processing. It's strategy in pre reading activity. The teacher tried to stimulate the students' interest by giving some questions before they read a text. The participants were junior high school students. The result revealed that KWL strategy could improve students' reading comprehension better that those who did not use this method however it is considered as usual method used by teacher in teaching reading, it is similar as the function of eliciting or building background knowledge of the students. The difference between this study and those two

[63] Khoiriyah. *The Effect of Semantic Mapping on Students' Reading Comprehension Achievement.* 2012

[64] Zahrotul Faizah. *The Effect of KWL Strategy to Students' Competence in Reading Comprehension at SMP Negeri1 Kemlagi, Mojokerto.* 2012

researches above is about the use of media, subject and skill. This research uses hypertext glosses to improve the eighth graders' reading comprehension at SMPN 2 Surabaya.

To conclude, as the above mentioned studies showed that there were some media or strategy including hypertext glosses have various effects on language learning therefore they suggested to have a lot more empirical research on the practical benefit of using hypertext applications in language teaching. However, there are few research which investigated the effect of using hypertext glosses for English Foreign Learners in Indonesia.

This present study has double focus investigating. First, it aims to find out whether hypertext glosses is effective in improving reading comprehension of recount text for the students at eighth grade at junior high school in Indonesia. Second, it aims to find out the advantages and the disadvantages English language learners in Indonesia obtained after the implementation of hypertext glosses. It is needed to be researched because some previous studies above had different result on the using of hypertext glosses especially hypertext glosses in combination of textual and pictorial.[65]

Those questions are considered important to be researched to prove Allan Paivio's statement in his Dual Coding Theory. He said that when two models of presentations (textual and pictorial) combined, it becomes more understandable

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[65] Susan L. Cooledge. *L2 Reading and Hypertext: a Study of Lexical Glosses and Comprehension among Intermediate Learners of French*. 2004.

and memorable.[66] It is also supported by Mayer in Generative Theory of Multimedia Learning which has also led to the blossom of hypertext or hypermedia gloss research in language teaching. Mayer stated that there are two coding systems in our brain: visual and verbal. When comprehensible and high quality input enhanced with both visual and verbal representations is given for foreign language readers simultaneously, the readers will understand and remember the input better than text-only input in the brain. Then, in this case, it makes them having good comprehension in reading.[67] Therefore, this study is conducted as an experimental research where experimental group was taught using hypertext glosses (using offline computerization) with the combination of textual and pictorial while control group was taught as usual using students' workbook (traditional media).

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[66]Allan Paivio. *Mental Representation: A Dual Coding Approach.* 1986. P: 53.
[67] Mayer, R. E. *Multimedia learning: Are we asking the right questions? Educational Psychologist.* 1997.