

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part deals with the literatures related to the present study. It discusses (1) Intelligence Quotient (IQ), (2) Reading Comprehension, (3) Writing and Texts Genre, (4) Hortatory Exposition Text.

#### 1. Intelligence Quotient (IQ)

##### a. Definition of Intelligence Quotient (IQ)

According to Ellis "Intelligence is the general set of cognitive abilities involved in performing a wide range of learning tasks".<sup>9</sup> Meanwhile, Gardner defines intelligence widely as "a set of skills of problem-solving enabling the individual to resolve genuine problems or difficulties that he or she encounters..., to create an effective product, and ... the potential for finding or creating problems – thereby laying the groundwork for the acquisition of new knowledge".<sup>10</sup> From the definitions above, intelligence can simply be defined as an ability to perform not only learning tasks but also an individual ability to solve problems.

While, Intelligence quotient (IQ) is an age-related measure of intelligence level and is described as 100 times the mental age. The

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<sup>9</sup> Masoomeh Salehi & Firoz Sadighi, The Relationship between Intelligence and Foreign Language Learning, and the Role of Practice, (*Journal of Language, Culture, and Translation (LCT)*, Vol. 1, No. 1, 2012), 34.

<sup>10</sup> Parviz Maftoon & Saeid Najafi Sarem, The Realization of Gardner's Multiple Intelligences (MI) Theory in Second Language Acquisition (SLA), (*Journal of Language Teaching and Research*, Vol. 3, No. 6, 2012), 1234.

word 'quotient' means the result of dividing one quantity by another, and a definition of intelligence is mental ability or quickness of mind.<sup>11</sup>

b. General Intelligences

The concept of general intelligence, or g, was devised in the early twentieth century by the English psychologist Charles Spearman, who established g as a measure of performance in a variety of tests. Spearman's research led him to the conclusion that the same people who performed well in a variety of mental tasks tended to use a part of the brain that he termed g. The g factor, therefore, laid the foundation for the concept of a single intelligence, and the belief that this single, and measurable, intelligence enables us to perform tasks of mental ability.<sup>12</sup>

c. Multiple Intelligences

By the time goes on, it is found that human has more than one intelligences. According to Gardner individuals are capable of processing information in at least seven different ways; each individual varies in the degree of skill possessed in each of these intelligences. He identifies seven categories of skills and abilities which he considers to be individual intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal.<sup>13</sup> Later on he added an eight and a ninth type to the list namely naturalistic and existential intelligences.

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<sup>11</sup> Philip Carter, *The Complete Book of Intelligence Tests*, (Chichester: John Wiley & Sons Ltd, 2005), 7.

<sup>12</sup> *Ibid*, 4.

<sup>13</sup> Parviz Maftoon & Saeid Najafi Sarem, *The Realization of Gardner's Multiple Intelligences (MI) Theory in Second Language Acquisition (SLA)*, 1234.

## 2. Reading Comprehension

### a. Definition of Reading

Smith describes reading as a process that involves both the extraction and supplying of information. He suggested "The basic skill of reading lies more in the non-visual information we supply from inside our heads rather than in the visual information that bombards us from print"<sup>14</sup> Our previous experience as readers enables us to identify and understand cohesion, coherence, rhetorical organization, and conventions of written language; our knowledge of the world enables us to understand concepts and point of view and to integrate them in our experience.

It is obvious that besides the visual information from the text itself, the preliminary knowledge that an individual has plays an important role in extracting the information of the texts.

### b. Types of Reading

Reading, according to its purposes, is divided into two namely intensive reading and extensive reading. Intensive reading or purposeful reading is a reading that is intentionally aimed or done to obtain certain information in needs for the reader, such as reading comprehension. According to Harris, reading comprehension is a process of deriving meaning from reading texts or material.<sup>15</sup>

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<sup>14</sup> Abdullah Ibrahim A., Investigating the Relationship of Reading and Writing Abilities in the English Language Program at King Faisal University, (*Scientific Journal of King Faisal University (Humanities and Management Sciences)*), Vol. 5, No.1, 2004), 217.

<sup>15</sup> Harris and Sipay, *The Teaching of Reading*, (Cambridge University Press, 1972), 279.

As for extensive reading or reading for pleasure is commonly done by readers to kill their spare time or to enhance their knowledge in particular subjects. Reading short story, novel or some articles on internet belong to extensive reading.

### 3. Writing and Texts Genre

#### a. Definition of Writing

According to Nunan, writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader.<sup>16</sup>

Writing is one of language skills that belongs to every language existing in this world. Writing skills is the ultimate skill which comes the last after the Listening, Speaking, and Reading skills. That is why an individual ability in dealing with language can be predicted, even though it is not a hundred percent in accuracy, through the way he/she puts idea into words.

#### b. Text Genre

In School Based Curriculum (KTSP) for English subject, there are 12 genres of texts that Senior High School students should master. They are narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text.<sup>17</sup>

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<sup>16</sup> Maria Rosa Marpaung & Johan Sinulingga, Improving Students's Writing Recount Text Achievement through Mind Mapping Technique in Junior High School.

<sup>17</sup> Monitha Geraldine et al, Teaching Writing Hortatory Exposition Text through Task-Based Language Teaching (TBLT), (*Jurnal Pendidikan dan Pembelajaran*, Vol.3, No. 8, 2014), 2

#### 4. Hortatory Exposition Text

##### a. Definition of Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.<sup>18</sup> In other words, hortatory exposition text is text in which the writer leads the readers to should or should not act towards certain issues.

In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the certain topic.

##### b. Generic Structures of Hortatory Exposition Text

The generic structure of hortatory exposition usually has three components: thesis, arguments and recommendation. Thesis is a statement or announcement of issue concern. Arguments show reasons for concern that will lead to recommendation. Recommendation includes statement of what should or should not happen or be done based on the given arguments.

##### c. Language Features of Hortatory Exposition Text

Hortatory exposition text also has the language features. There are (1) Focuses on generic human and non-human participants, (2) It uses mental processes. It is used to state what the researcher or speaker thinks or feels about something. For example: realize, feel etc., (3) It often needs material processes. It is used to state what happens,

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<sup>18</sup> *Ibid*, 2

e.g. ...has polluted...etc., (4) It usually uses Simple Present Tense and passive voice, (5) Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally.