

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature about the nature of reading, the definition of reading comprehension, recount text, the concept of 3-2-1 strategy and previous study.

A. The Nature of Reading

1. Definition of Reading

Reading is process thinking to interpret the sentences of written text, to get a lot of knowledge or information. Sulisty (2011:20) states that “The process of uncovering the writer’s messages in the written text is commonly called reading. Reading is complicated activities from thinking to get meaning. Reading is about communication between reader and writer. The writer writes the information or ideas on the text form then the reader reads and interprets the ideas from the written text. Reading is an active skill because reading involves guessing, predicting, checking and asking oneself questions. It is to develop the students’ powers or to introduce question which encourages students to anticipate the other texts.

According to Hood, et al Stephenson & Harold (2002:4) Reading is daily life’s tool to get information and communication to

each other for enjoying the life and reading is based in the context what the situation which is probably to learn this knowledge.

Grellet (2010:7) states that “Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it” Considering those explanations above, reading is conscious and unconscious thinking of the reader to read and interpret the written text by comparing the information and the prior knowledge to get new information and knowledge to communicate for daily life.

Brown (2004: 189) adds that reading is the process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding of the meaning of the text they read. Furthermore, Nunan (1989:72), states that reading, the readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

2. Celce-Murcia (2001:154) views reading as an interactive process involving a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader activity on interpreting the text. This implies that the reader past experiences, language background, and cultural framework, as well as

the reader purpose for reading influence the reader's interpretation of the text.

3. Types Reading

There are two types of reading; extensive reading and intensive reading.

a. Extensive Reading

Day (2003:21) states that "Extensive reading is based on the well-established premise that we learn to read by reading". The teacher encourages students to read our first language as well as a foreign language. In a foreign language, extensive reading is to approach students to read, read and read more. When students read extensively, they become fluent readers and increase their vocabulary and become a better writer. So students can develop their attitudes and increase their motivation.

Harmer (2007:283) states that "extensive reading materials is one of the fundamental conditions of a successful extensive reading program is that students should be reading which they can understand".

Extensive reading is reading for pleasure, students can choose what they want to read, so students can read the text more and more and mainly global understanding. Allowing students to select what they want to read is the key to read extensively.

b. Intensive Reading

The nation in Gonzalez (2011:38) states that “Intensive reading involves the detailed reading of the texts with the goals of understanding the text and learning language features through a deliberate focus on these items”. At least intensive reading is reading a shorter text, to extract specific information. This is more an accuracy activity involving reading for detail. So, intensive reading is reading a short text by the focus on the content of the text.

B. Definition of Reading Comprehension

Comprehension is about heart work. If the heart is not working so the human will die, so the comprehension is a heart in reading. Without comprehension, reading has not the meaning. Reading and comprehension is the unity of the work thinking to get information by the meaning. Richardson & Morgan (1990:156-157) states that “Comprehension is the heart of reading. The analogy works well when considers the intricate relationship that human heart enjoys within the body.

Alexander (1998) comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. There are two kinds of comprehension. First, the literal comprehension in which the reader is getting the only literal meaning that is,

receiving and understanding only what the author has said. This kind of reading tends to be receptively and passively because there is no process of efforts to dig out the deeper meaning. Second, the implied comprehension, that is, reading beyond or between the lines when the reader is doing the action, he brings his knowledge and experience to the act reading, draws inferences and applies reading to life situations. It means that he is reading actively where there is an interchange of ideas with the author. Good readers read for mainly means that they do not look at all of every sentence for they can understand more than the sentence they read. Good readers can unite purpose with the authors.

Reading comprehension is the process to make sense of the information and text what they read then they get meaning of the text well. Duke & Pearson (2011:1) states that “Effective comprehend not only make sense of the text they are reading, they can also use the information it contains”.

Collins & Smith (1980:2) described that Reading comprehension is usually taught in school in two methods are; students read the text then students answer the question related to the text then students answer to prove that the students’ understanding of the text and the other method is the reading group, teacher usually helps students when it has some difficulties. Grellet 2010:3 states that “Reading comprehension is the

understanding a written text means extracting the required information from it as efficiently as possible”

Reading comprehension cannot be separated with the other skill because in employing the skills are mutually related to each other. There are: reading and writing e.g. summarizing, note-taking. Reading and listening, e.g. comparing an article and news bulletin, matching opinions and text, etc. reading and speaking, e.g. discussion, debates, etc.

So, reading comprehension is to read the text by understanding the word’s meaning to get information as efficient as possible.

C. Aspect of Reading Comprehension

Sheng (2003) reading comprehension questions measure a student’s ability to read understanding, insight, and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including student’s ability to recognize both explicitly stated elements in the passage as well as the implications of those statements or arguments. Because the written passage upon which the question is based presents a sustained discussion of a particular topic.

There are six types of reading comprehension questions. These types focus on three aspects:

The main idea or primary purpose of the passage

1. Information explicitly stated in the passage
2. Information or ideas implied or suggested by the author
3. Possible applications of the author's ideas to other situations, including the identification of situations or process analogous to these describe in the passage
4. The author's logic, reasoning, or persuasive technique
5. The tone of the passage or the author's attitude as it is revealed in the language used.

D. The Role of Background Knowledge in Comprehension

Ommagio (1986) cognitive psychologists in the late 1960s place a great emphasis on the importance of meaning and background knowledge in the learning process. Ommagio (1986) quotes Asubel's (1968) views that learning which involves an active mental process must be meaningful to be effective and permanent. In the second language comprehension process, at least three types of background knowledge are potentially activated:

Godman describes that reading as a "psycholinguistic guessing game" involving the interaction between thought and language. Efficient readers do not need to perceive precisely or identify all elements of the text. Rather, they select the fewest, most productive cues necessary to produce guesses about the meaning of the passage and verify the hypothesis as the process discourse further (Ommagio, 1986).

Along with Godman's idea, Ommagio (1986) also maintains that the efficient language users will take the most direct routing to their goal comprehension. Reading as a sampling process in which readers predict structure. Clearly, Ommagio (1996) included as the comprehension process all three types of background knowledge: comprehenders make use not only of the linguistic information of the text but also of their knowledge of the world and their understanding of discourse structure to make sense out the passage. In line with the above statement, as Ommagio (1986) cited from Kolers (1973) also maintains that reading is only incident visual. Thus, the reader then contributes more information by the print on the page.

Finally, Ommagio (1986) presents Yorio's statement who isolates the following factors in reading process, those are:

1. Knowledge of the language
2. Ability to predict or guess in order to make correct choice
3. Ability to remember the previous cues
4. Ability make the necessary associations between the different cues selected.

E. Teaching Reading

a. Principles of Teaching Reading

Teacher should concern the teaching reading comprehension to achieve the goals of teaching and learning process. In teaching of

reading, the teacher is expected to give the opportunity for students to read the texts comprehensively Alexander, J, E. (1998). The teacher should create a situation where students can read the text aloud and after that discuss the text together. The reading silent activity, this activity as also needed for students in order to be able to interact well with the texts. So, the teaching of reading is not a simple matter but the teacher can create a lot of activities which can raise a student's motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading is more an interactive way has positive effects on the students' reading comprehension. The right strategy in reading class, it is believed that students will have high enthusiasm in joining the lesson. Harmer (1998:70-71) formulates six principles in teaching reading. They are mentioned as follows:

The teacher needs to understand the reading is not a passive skill. Reading is an active activity. When students read a text, they must do other activity not just read a text at glance. Students do not only catch the surface structure of the text content. The teacher does not merely ask the students to read the text, but he/she has to make them realize that reading is not passive skill. Since reading is an incredible active occupation, students need to draw the context

of the text, the writer's arguments, and works which agree with them.

1. The teacher has make the students enjoy reading the passage to make students interested in reading is important. When the readers are not interested or enjoy reading, they will get nothing from it is not easy from them to receive the materials or contend stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.
2. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text. Understanding language is also a part of comprehending a text. However, it is not a common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.
3. The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title

sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

4. The teacher to match the task of the topic. Tasks are some ways to check the ability of the students comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made the questions, puzzle, etc. in this case, teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and in appropriate questions.
5. Good teachers exploit reading text to the full. Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to other activity having no relation to the text. However, the teacher should integrate the reading tasks into more interesting and engaging class sequences. The teacher should cover all the things that the students can work out with the text. The teacher has to discuss the fully, study language, gives additional tasks to the students.

F. Recount Text

1. Definition of Recount Text

The definition of recount text was stated by Anderson (1998: 24), a recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. This will give a description to the readers what occurred and when it occurred. It also is a good or bad memory of the students or their experiences in past events. Examples of recount text include eyewitness accounts, newspaper, report, letter, conversation, television interviews, and speeches.

Recount text means the form of the text telling about someone experience (the experience of the writers themselves) in the past, such as their adventure and their day's activities. This statement is in line with Echols (1975: 471), recount text also means telling about oneself adventure or the day's activities.

Besides, According to Rosyadi (2011), a recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining, or reflecting.

According to Knapp (2005: 224), recount text, basically it is reading out to make a report about an experience of a series of the related event. A recount is reading out to inform an event or to entertain people. Recount

text is text function as for telling an incident in the past. A recount is to tell “what happened”. A recount text has a social function. The purpose of social function is to retell an event with a purpose to inform or entertain the readers (Saihaan and Shinoda, 2008: 9) Recount tells a series of event and evaluate their significance on some ways. It is also to give the audience a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by the narrator about events.

A recount text has a social function. Recount tells what happened. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of a recount is to tell a sequence of events so that it entertains. The recount has expressions of attitude and feeling, usually made by the narrator about the events.

2. Generic Structure of Recount Text

According to Rosyadi (2011), there are three generic structure and some language features of recount text.

Generic Structure	Function
Orientation	Introducing the participant, place, and time of the event
Event	Describing series of event that happened in the story
Reorientation	Stating personal comment of the writer to the story

Language Features	Example
Introducing personal participant	I, my group
Using chronological connection	Then, first, next, but, after
Using linking items to do with time	On Wednesday, next, later
Using action verb	Went, bought, slept
Using simple past tense	we went to Bandung last week

According to Anderson and Anderson (1998:24), a recount text usually has three main sections, the first paragraph gives background information about who, what, where, and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph, however, this is not always necessary. They also stated that there are their steps in concluding recount text. The first is an introductory paragraph that tells who, what, where, and when, the second is a sequence event in the order in which they occurred and the last is a conclusion.

Boardman (2008, 287) stated that the steps for constructing written recount text are:

The first paragraph that give background information about who, what, where, and when. It is called on orientation.

- a. A record of events usually recounted in chronological order, named, event 1, event 2, event 3.
- b. A personal comment and or evaluate remarks, which are interspersed throughout the record of events named evaluation.

- c. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

According to Boardman (2008: 287), in making of functional grammar, the significant common grammatical patterns of recount include:

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequences.

Anderson and Anderson (1998:25) stated that recount text usually included the following grammatical features:

- a. Proper nouns to identify those involved in the text.
- b. Description words to give details about who, what, when, where, and how.
- c. The use of past tense to retell the events.
- d. Words that show the order of the vents (for example, first, next, then).

3. Types of recount Text

In exploring how text works (Derewinka, 1990: 15-17) are three types of recount. They are personal recount, factual recount, and imaginative recount.

- a. Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved.
- b. Factual recount is a recount that recording the particulars of an accident.
- c. Imaginative recount is a recount that taking on an imaginary role and giving details events.

Literacy secretariat (2012: 1) stated that the types of recount text are not only as mentioned above, but also there are two types more. So, the types of recount text are:

- a. Personal recount is retelling an activity that the writer has been personally involved and may be used to build the relationship between the writer and reader e.g. anecdote, diary journal, personal letter.
- b. Factual recount is reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
- c. Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.

- d. Procedural recount is recording the steps in an investigation or experiment and there by providing the basis for reported result or findings.
- e. Literary recount is to retell a series of events for the purpose of entertaining.

G. Concept of 3-2-1 Strategy

1. The Nature of 3-2-1 Strategy

3-2-1 is a strategy that was adopted by educators Vicky Zygouris-Coe Lourdes H. Smith and Matthew B. Wiggins (2005:381) involves 3 important points in improving student reading. The first point is the cover point, each student must summarize what they have read, the second point is to provide opportunities for students to have individual student perspectives in the text section that is most interesting according to the student, and final point is to give students the space to generate questions related to the text. Reading strategies can be flexibly applied in any reading text such as textbooks, comics, and novels that allow students to describe important ideas from reading texts, while also helping students read understanding and improve their desire to reading activity.

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related to the goal of 3-2-1 strategy as confirmed by Neal A. Glasgow and Thomas S. C. Farrell (2007:41) that the 3-2-1 strategy aims to get students to interact optimally with text, to maintain student involvement with the text they read and direct students to do personal thinking for comprehension.

3. The emergence of the 3-2-1 strategy is based on several empirical studies. One of the strengths of this study was recorded from a national reading panel that showed eight very effective strategies for improving understanding of two strategies out of eight which consisted of asking questions about the text and summarizing important text content. In addition, G. Woolley (2011:34) emphasizes that active involvement with text when the student read is also important to be a good understanding and reach for meaning, understanding of the text.
4. To draw a conclusion, 3-2-1 strategy is reading aid that helps improve students reading comprehension in a form of summary writing that seeks them to focus on reading and to figure out the content of the text.
5. The Advantages of 3-2-1 Strategy

Many advantages of course have been considered in suggesting a 3-2-1 strategy of the benefits of flexible nature in using the strategy so that the area of the facility can be used by both teachers and students.

Some advantages include:

- a) This strategy provides students to recall what they have understand and to self-record their own reading comprehension.
- b)) It also can work as an assessment tool for teachers by helping them to identify the lesson that need re-teaching, parts of learning materials that interest their students and to assessed students level of reading comprehension.
- c) It is a multipurpose strategy that benefits teachers to work with one strategy yet served in different ways. It can adapt on any reading situations depending on the class learning objectives, curriculum, reading purposes, etc.,
- d) Maximizing interaction between students and text that in nature motivate student interest in reading activity and improve their reading comprehension.

6. The Application of 3-2-1 strategy

3-2-1 strategy chart should be filled in by students during or after reading. Its application can be modified in several ways by changing the chart items yet referring to the basic 3-2-1 strategy chart as prompted by the original founder, Vicky Zygouris-Coe, Matthew B. Wiggins and Lourdes H. Smith as shown in Table 2.2:

Table 2.1**3-2-1 Chart**

3-2-1 STRATEGY CHART
Student Name:
Topic/book/text:
3 things you discovered:
2 interesting things:
1 question you still have:
<i>Taken and modification from: Zygoris-Coe et al (2004:382)</i>

In applying this chart in class, the teacher must begin by introducing to Students about the strategies to be used in detail and show how students can make use these strategies to facilitate their reading activities. Teachers can start making learning models together in class strategies before students work individually. For agencies, when students are asked to summarize the three main points before the teacher must give students the idea to summarize. The teacher can advise students to go back to the text, underline, highlight, or any other way that helps students easy to find important points.

While discussing two interesting things about the topic, the teacher can be interesting students to find what they like most about the topic they are reading or by relating it text that students read about

their lives through open discussion. In the final step, ask students to make questions about parts of the text that they still don't understand or need further clarification Glasgow & Farrell (2007: 42). After the strategy simulation, students can be expected to use strategies to work individually or in groups during or after reading.

Some 3-2-1 graph variations can be done such as comparing and contrasting the purpose of reading. Items into three similarities can be made in graph changes, two differences, and one question. More detailed 3-2-1 strategy application will also help for a thorough understanding. Like in Recount learning text, chart 3-2-1 can be modified as shown in Table 2.3. After all, filling out the strategy chart 3-2-1 is not limited, but can be adjusted to fit the learning objectives.

Table 2.2**Modification of 3-2-1 chart**

3-2-1 strategy chart
Student's Name.... Text: Singapore
<ol style="list-style-type: none"> 1. Describe 3 discoveries about the text (Find in Event and Reorientation) <ol style="list-style-type: none"> a. Orientation : b. Event : c. Reorientation : 2. List 2 general things about the text (Find in orientation) <ol style="list-style-type: none"> a. Who were the participants? b. What happened to the participant? 3. Provide 1 question about the text <p><i>Taken and modification from: Zygoris-Coe et al (2004:382)</i></p>

Example of Recount Text**A Beautiful Day at Jogja**

Last week, my friend and I went to Jogja. We visited many places. First, I visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We feel wind blew a cross to us. We also saw a lot of people in that beach.

There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as: monkeys, tigers, crocodile, snakes, etc. We looked around in that Zoo, and also took many pictures of those animals.

Then, we felt hungry, so we went to a restaurant. We finished our lunch, we decided to go home. For me, that was a beautiful day thought I could not visit Malioboro. We really enjoy it, and I hope could Jogja again.

H. Previous Study

Many relevant researchers had previously been performed dealing with reading comprehension strategies. However, not many researches with specific implementation of 3-2-1 strategy were held. The following are four relevant researchers who had conducted similar study on using 3-2-1 strategy and offer some supports for this research. With its significance findings and result, the four relevant researchers are:

1. Alsamadani (2011) an assistant professor of TESOL, College of Education in Um-Alqura University, conducted a quasi-experimental research entitled, “The effect of 3-2-1 reading strategy on EFL reading comprehension”. He also suggested this strategy to be one of reading strategies that is proven to help boost students’ reading

comprehension especially those that have proven to effective in boosting reading comprehension such as 3-2-1 strategy.

2. Another relevant research is conducted by Sesilia, Susilowati, Husain (2015) with research titled “The Effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text”. In result, the effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text to the tenth grade students of SMA Santo Fransisku Asasi Pontianak in academic year 2014/2015 can be categorized as high.
3. Research is conducted by Nur Aini (2015) titled “The use of 3-2-1 strategy in improving students’ reading comprehension” the research aims to reveal the problems of students reading comprehension on the third year students of SMK Saraswati Salatiga. The result of this research displayed that there was an improvement of students’ reading comprehension skills by using 3-2-1 strategy.
4. Research is conducted by Marliana, Arifin, Fergina (2015) the titled “The use of 3-2-1 strategy in teaching reading comprehension on report text” The result is the 3-2-1 strategy can be applied in teaching learning process to increasing the knowledge of reading text.