

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter discusses related theories to support the study. The researcher discusses definition of reading, the purpose of reading, Reading comprehension, definition of narrative text, Reading comprehension of Narrative text, Definition of 3-2-1 Strategy, the procedure of implementation 3-2-1 strategy and Previous studies.

A. General Concepts of Reading

1. Definition of Reading

Reading is the most useful skill for people. It is because reading is as a way in which something interpreted or understood. Reading is certainly an important activity for expanding knowledge of a language (Patel and Jain, 2008:113). Reading involves an interaction between thought and language. It means that the reader connecting knowledge from amount of information, ideas, attitudes and beliefs. This knowledge combined with the ability to make ability predictions, determines the expectation of the readers. According to Simanjuntak (1980: 14) state that reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader's language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer.

Reading is an essential skill for learners of English as a second language (Anderson, 2003 : 69). It means that for learners, reading is important skill to be mastered in order to ensure success not only in learning English, but also in learning any content class where reading is required. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and writing. Lastly, good reading text could introduce interesting topic, stimulate discussion, and provide the spring board for well-rounded, fascinating lesson (Harmer, 2007:99). Reading as a process where the readers combine information from a text and their own background knowledge to widen to mind and the goal of reading itself comprehension. Reading is a mental process. Although the eyes are involved to sending information about print to brain, the brain performs the real act of reading.

a) Word recognition

Word recognition occurs when a reader sees a sequence of letters (a word) in print and matches that sequence of letters with a pronunciation and meaning(s) located in his or her brain where information about words is stored. It means that the reader tries to match between the first paragraphs with another paragraph.

b) Comprehension

Comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their

collective meaning. It means the reader try to find the meaning from what they read.

Based on explanation above, it can be concluded that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the writer. In order to make the messages or information that comes from the writer can be understood easily by the reader.

2. The Purpose of Reading

Reading has purpose to develop reading skill. According to Linse (2006: 71) state that there are two main purposes why people read: for pleasure and for information. For pleasure, it provides enjoyment and entertainment. It means the aims of reading as the way to get happiness activities with reading, like reading comics, novel, magazine, etc. Reading for information can be as simple as reading a menu at restaurant. It means the readers read wants to know the think that they need. In Addition, according to Grabe and Stoller (2002:13) states that reading purposes can be classified under seven main headings. They are:

1) Reading to search for simple information

Reading to search for simple information is a common reading ability; people typically scan the text for a specific piece of information or a specific word. It means that reading as the way to get simple information about what they want to know about something that they need.

2) Reading to skim quickly

Reading to skim is a common part of many reading tasks and a useful skill in its own right. It is combination of strategies for guessing where important information might be in the text. It means that the readers combining their ability by using their own strategies to gain the information.

3) Reading to learn from text

It is typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It means that the readers aims to read is to learning something that appropriate with their study.

4) Reading to integrate information

It requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. It means the reader aim to read is to put together the information that they know before with the new information they got by read.

5) Reading to write

People read a text to represent common academic tasks that call upon the reading abilities needed to integrate information. It means by

reading, readers will be easily to write, because they got the model of how to write in English.

Based on explanation above, the purpose of reading are giving pleasure and giving information. In addition there are purpose of reading to develop reading skill concludes reading for pleasure, reading for information consist of simple and integrated information, reading to skim quickly, reading to learn from text by comprehending and understanding the text and reading to write.

B. Teaching Reading

1. The Concept of Teaching Reading

Teaching is the way to create the process of learning activity that involves the role of the teacher. Teaching is about how the teacher convey the knowledge for students. In the teaching of reading, the teacher should provide strategy and activity in which the students can identify the main and supporting ideas, rhetorical frames, and help the students activate their background knowledge. The concept of teaching is guiding and facilitating learning, enabling the learner, setting conditions for learning (Brown, 2007:7). It means that teaching is the ability which involves the teacher's guidance and lessons by setting the certain condition of learning.

In teaching reading activities, teacher may try to guide students well. The teacher has to be more active because it is very important to increase students' knowledge and information in reading. reading can be taught as a way to draw information from the text and to form an interpretation of

that information(Grabe and Stoller , 2002:4) The teacher's role in guide reading is to actively enhance students' understanding, the students are more likely to make meaningful connections with new information if they already know something about it. Besides the teacher's guide, in teaching reading, the teacher has to concern about the material that is used, the use of certain methodology that is devised on the basis of several factors, such as the goal, approach, needs of the students, and condition or facilities of the school, and the topic and type of reading texts are worth considering too. According to Lenz (2005:94) stated that there are the three stages of reading activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities

a. Pre-reading activities

Pre-reading activity consists of some strategies that a student learns to use to get ready to read a text. These strategies help student get an idea of what the writer might trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. These strategies could include surveying pictures, pre-teaching vocabularies, reading instructions, and summaries, creating a pre reading outline, creating questions that might need to be answered, making predictions that need to be confirmed, etc.

b. During/whilst reading activities

During-reading activity consists of some strategies that students learn to use while they are reading a text. These strategies help the

student focuses on how to determine what the writer is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the before-reading strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. That were generated before reading and then using this information to digest what they are reading.

c. Post-reading activities

After-reading activity consists of some strategies that students learn to use when they have completed reading a text. These strategies are used to help the students look back and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g. evaluate own comprehension and summarization) for the use of before and during reading activity.

2. Testing Reading

Similar to listening, reading is a receptive skill. The task of language tester is then to set reading tasks which will result in behavior that will demonstrate their successful completion. Test is a method of measuring a person's ability or knowledge in given domain (Brown, 2000: 384).

According to Hill in Hernawati (2011:31-32) the combination of the reading test are:

a. Multiple-choice Question

The multiple choice question have four possible labeled A, B, C, D. the students will choose one answer per question. Each question correctly answered is given one point.

b. Short –answer Question

The short answer questions have a “Read, Think, and Explain” symbol next to them. Students should spend about three to five minutes answering each short-answer questions on the lines provided. Each question answered correctly is given up to two points; partial credit is given. There can be some variation in the answer.

c. Long-answer Question

The long answer questions have a read “Read, Thinking and Explain” symbols with more lines next to them. Students should spend about seven to ten minutes answering each long-answer question on the lines provided. Each question correctly answered given up to four points and partial credit is given. There can be some variation in the answers.

Based on the explanation above, the researcher choose the testing reading with Multiple-choice Question to analyze the effectiveness of using strategy or not toward students’ reading comprehension before and after giving lesson study in the class. The researcher choose Multiple-choice Question because it

can cover lots of contents areas on a single exam and still be answered in a class period.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Reading comprehension is defined as the process that readers try to combine their knowledge and experience before to catch the meaning of the text. bring to the text, such as their prior or background knowledge and strategy use. Comprehension on reading text is an active process which the reader brings the individual attitudes, interests, and expectations. According Sadoski (2004 :67) states that comprehension is understanding something, and getting its meaning. Reading comprehension involves much more than readers' responses to text.

Reading without understanding is useless. Reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read (Linse, 2005 : 71). Reading with comprehension means the readers more understand what they read. Reader not only read, but also a better comprehend of the text to take some ideas from texts. Comprehension draws on the reader's prior knowledge of the language, of the world, of text types, and of the topic. Reading comprehension is an activity to gain ideas and information specifically and

generally from the text material. The main purpose in mastering reading is necessary to comprehend the text.

Thus, reading comprehension is a process of understanding the meaning and idea or what the text tells about as the main goal in reading process. In addition, comprehension is a base in reading process. When the students are able to understand the text, it means that the students have comprehension.

D. Narrative Text

1. The Concept of Narrative Text

a. Definition of Narrative Text

Narrative text is a text that tells a fiction story. According to Djuharie (2007) Narrative text is kind of text contents a story or fairytale aims to amuse the reader. The main characteristic of narrative text is available problem and take steps to respond to the problem generally is solution and finishing. Content of narrative text is fantasy or true story.

Narrative text is a meaningful sequence of events told in words. Narrative text has many types, they are typically imaginary included fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables, moral tales, myths, legend, and historical stories but can be factual included autobiography and biography or the combination of both. Based on the explanation above, the researcher concludes that narrative text is show the character, place and time as the orientation in the first paragraph then folow by sequence of event in chronological order.

b. Generic Structures of Narrative Text

Narrative also has the structure of the story. According to Robert, there are three stages in narrative. they are follows :

- 1) Orientation: Setting the scene and introducing the characters of the story, the time and the place the story happened. (Who/What, When and Where)
- 2) Complication: a series event in which the main character attempts to solve the problem.
- 3) Resolution: the ending of the story containing the problem solution.

c. The Language Features of Narrative Text

There are language features which can be found in narrative text as on the following characteristics (L. Spancer: 2005):

- 1) Using action verb that provided interest to writing. Example: she laughed try she cackled.
- 2) Written in first person (I and we) and in third person (he, she, and they).
- 3) Using past tense to write a narrative text.
- 4) Using nouns to name of people, animal and other such as the King and the Queen.
- 5) Using adjectives in forming of noun phrases form such as long black hair and two red apples.
- 6) Using time connectives and conjunctions such as then, before, after, and soon.

- 7) Using adverbs and adverbial phrases to show the event location such as here, in the mountain, and at my house.

d. Types of Narrative Text

According to Risdianto (2012:130), there are many different types of narrative text, those are:

- 1) Humor : A humorous narrative is one of that aims to make listener or reader laugh as part of telling story.
- 2) Mystery/Horror : This type contain about identify, investigate, secret, and surveillance.
- 3) Romance : The romance narrative typically tells of two lovers who overcome difficulties to end up together.
- 4) Fantasy : May simply be a basic chronological narrative set in fantasy word but some fantasy narratives extend the 'fantastic' element to the structure as well.
- 5) Science Fiction : Science fiction narratives that the setting involving science and technology which it is based upon some imagined development of science.
- 6) Folktales : Folktale usually feature ordinary and hardworking folks who use their wits and smart to get them out of difficult situation.
- 7) Diary novels : This type has the text presented like a diary entries.

8) Adventure : This type includes struggle, dangerous, survived, heroic, and treacherous events and the characters has to solve.

9) Fables : Fables is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings

10) Myths : Myths focus on stories that try to explain something about certain of the origin of people, place, and things or phenomena either in nature.

11) Legend : It is a narrative of human actions that are perceived both by teller ad listeners to take place within human history. Typically, a legend is a short traditional and histories narrative performed in a conventional mode.

12) Fairytale : Fairytale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantment.

13) Personal Experiences : It is account of significant events in the life of the narrator or the community.

By learning narrative text, the students can get comprehensive understanding about the definition, generic structures, and language features of narrative text. Thus, when the readers read narrative texts, they have to present the structure of the narrative text consisting of three main parts of

including orientation, complication and resolution with the purpose to amuse people.

2. Reading Comprehension of Narrative Text

The reader is needed to know about narrative text, what important parts occur in narrative text and what the purpose of narrative text itself. In this case, Langan (2008) states that narrative is story telling whether we are relating a single story or several related ones. It means that narrative text can be really enjoyable to write and to read. It is a story telling. In this case, story is told clearly and sharply. If the story is told clearly and detailed, the reader will be able to understand what the writer's message is or what the writer is talking about.

Students in learning reading narrative text play a role as the active readers. Active readers apply some reading comprehension strategies to comprehend the text including narrative texts. According to Hedge (2000) stated that there are some principal strategies for reading comprehension as follows:

- a. Identify the purpose of reading a text
- b. Apply spelling rules and conventions for bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meanings
- d. Guess at meaning (of words, idiom, etc.) when the reader is not certain
- e. Skim the text for the gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)

In Reading comprehension, the reader has to know which skills and strategies are appropriate for the type of the text and understand how to apply

them to accomplish the reading purpose. In learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students to become easily to comprehend narrative text. This can be possibly applied to the literary or narrative text. Therefore, achieving the learning indicators in syllabus of teaching narrative texts will easily be accomplished if the teacher teaches the students to apply the reading comprehension strategies. Thus, when the readers read narrative texts, they have to present the structure of the narrative text consisting of three main parts of including orientation, complication and resolution with the purpose to amuse people. So, in order to comprehend narrative texts, readers need to have knowledge about narrative texts.

E. 3-2-1 Strategy

1. The definition of 3-2-1 Strategy

3-2-1 strategy is reading strategies proposed by Zygouris-Coe, Wiggan and Smith (2005) as the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently. Moreover, Preszler (2006:9) defined that 3-2-1 Strategy gives the students the opportunity to pause and review. The strategy requires students to consider what they have learned and to process the information they have been exposed to during a lesson. In addition, when they apply this strategy to their learning, they automatically synthesize information and

formulate questions they still have regarding the topic of study. Three steps of the 3-2-1 strategy consist of :

3 Things you discovered. An effective way for teachers to combat passive participation from students is by asking them to summarize portion of what they have read (Bergman, 1992). During the first step of the 3-2-1 Strategy, students summarize and cite three different key details they identified while reading the passage.

2 interesting things. Towle (2000) acknowledged that giving students opportunities to share what they enjoy most about what they read is an important part of guiding students toward making reading a part of their everyday lives.

1 question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. Beck and McKeown (2002) noted that learning facts that are embedded in written pieces does not equal understanding, but active questioning engages readers while serving to build knowledge of texts.

2. The Procedures of Using 3-2-1 Strategy

According to Zygorious-COE, Wiggins and Smith (2005), there are several main guidelines for conducting 3-2-1 strategy consist of:

- a. Teacher creates 3-2-1 strategy chart to guide the students. The teacher explains to the students the concept of 3-2-1 Strategy together with what

benefits for students are. Tell the students that 3-2-1 would be helpful to develop their reading comprehension of a story. Make them sure using 3-2-1 strategy will give more understanding about narrative text.

- b. After making the chart, the teacher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students' prior knowledge.
- c. Teacher asks the students to discover three (3) items in the text that he or she read. This is an effective way for teachers to tackle the problem of passive participation from the students. Student summarize and cite three different major points or details they found while reading the passage. This process helps the students define their purpose independently for reading.
- d. Teacher asks the students to write down things two (2) of the three interesting items that they have identified. The possibilities for items of interest in the text are endless.
- e. Teacher asks the students to write one question (1) about the text. Students can ask factual questions, clarify their understanding of the sequence of events, and verify their general understanding of the reading.

Table 2.1 the Example of 3-2-1 Strategy Chart

TABLE 1 3-2-1 strategy chart	
Student name:	
Topic/book/text:	
3 things you discovered	
2 interesting things	
1 question you still have	

3. Advantages of 3-2-1 Strategy

According to Coe (2004), the advantages 3-2-1 strategy are as follows:

- a. This strategy flexible nature, there are several ways to extend the strategy to better facilitate specific teacher curricular and instructional objective.
- b. Set up 3-2-1 chart concentrate on certain portions of text. This approach will be especially helpful students who have difficulty identifying focal point in the text.
- c. The 3-2-1 strategy can also be modified to facilitate reading comprehension of struggling readers by asking them to provide evidence from text to support their discoveries, interests, and questions as show in the table chart 1.
- d. The 3-2-1 strategy is one way to actively and meaningfully engage students with the text, and last.
- e. Students are motivated because the discussion is based on the ideas that they found, addressed and brought to class.

From the advantages of 3-2-1 strategy above, it can be concluded that after treatment of using 3-2-1 Strategy, students' achievement in reading comprehension were more likely to show improvement. This also can make students active and enthusiastic in learning process. This indicates a positive outcome of students' learning after given this strategy.

F. Previous Studies

The previous studies proved that 3-2-1 strategy is effective to improve reading comprehension of students. The researcher has found three relevant studies that could be the researcher's references in conducting the research.

The first is a thesis written by a student of Um-Alqura University Entitled "the effects of the 3-2-1 reading strategy on EFL reading comprehension" by Alsamadani (2011). The research was conducted in quasi experimental study. the research was divided into two groups : experimental group and control group. the result of the research show that there is significant improvement in students' general reading comprehension as a result of the use of the 3-2-1 strategy. In the first previous study, the design is same with this researcher that is quasi experimental design using quantitative approach with two groups pre-test and post-test. The different is on the respondent, the previous study choose students of university and the researcher choose the eighth grade at junior high school. In other hand, there is any similarity is on the selection of

strategy and skill that implemented to be research. The strategy is same that use 3-2-1 strategy and the skill is reading.

The second is a thesis written by a student of UIN Raden Fatah Palembang Entitled “Teaching reading comprehension by using 3-2-1 strategy to the tenth grade students of SMA ethika palembang” by Marlina (2013). The research was conducted in in quasi experimental study. the research was divided into two groups : the class X1 as the experimental group and X2 as the control groups. The result showed that 3-2-1 strategy gives a significant difference on students’ reading achievement. In the second previous study, it is totally different about the respondents. In this present research, the researcher choose the eighth grade in junior high school but in those previous study choose the tenth grade students at Senior High School. In other hand, there is any similarity from previous research by Marlina and this present research. The similarity are on the selection of research design, strategy and skill that conducted and implemented to be research. The design is same that use quasi experimental. Moreover, The strategy is also use 3-2-1 strategy and the skill is reading.

The third is a thesis written by a student of IAIN Salatiga entitled the use of 3-2-1 strategy in improving students reading comprehension : A Classroom Action Research on Third Year Students of SMK Saraswati Salatiga in the Academic Year of 2015/2016” by Aini (2015). The research conducted in Classroom Action Research (CAR). This study consisted two cycles of action research, the researcher found out that the improvement from

cycle to cycle did not only occur to teaching practice but also to the students' involvement and the students' ability. The result of this research displayed that there was an improvement of students' reading comprehension skills by using 3-2-1 strategy. In this third previous study, the strategy and skill are same with the researcher. The strategy is 3-2-1 strategy and the skill is reading. The different is on the research design and the respondents. The third previous study used classroom action research (CAR) and it conducted at the third year students of vocational high school. But, researcher conducted research using quasi experimental and also conducted research at junior high school.

After comparing and contrasting the three previous studies above, it indicates in some different and similarity. Here the researcher conduct a research in teaching reading comprehension. All of the previous studies above are the same on the use of 3-2-1 strategy in reading comprehension. The design of the first and second previous studies above also have similarity with this present study that use quasi experimental design. In other hand, the main difference between all the previous studies is the correspondent subject of research. In general, this present research conducted on Junior High school and the previous studies conducted in Senior High school and University.

Based on explanation above, all of the previous studies have the same positive result. The result prove that the 3-2-1 strategy is good to improve student's achievement in reading comprehension. It proved that the present research originally belongs to the researcher.