

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents theoretical framework discusses that related with 3-2-1 strategy and reading that consist of reading, teaching reading, recount text, the 3-2-1 strategy, and previous study.

A. Reading

1. Definition of Reading

Reading is an English skill or activity to get information and knowledge from written text. It is an important skill for students to reach besides listening, speaking and writing skill. As the assumption from Harmer (2007:99) that reading is useful for language acquisition; the most the students read, the better they get at it. Moreover, reading also has positive effects on students' vocabulary knowledge, their spelling the English words and on their writing. It means, when the students read and they try to comprehend the text in order to get the information by their own understanding to input the knowledge into their brain about the language works. In addition, David (1977:7) states that reading is a relatively phenomenon in the development of humans. As far as we know, the genes have not incorporated reading into their coded structure. It means that in reading activity, the people communicate with the text through many various symbol and language that written to transfer the information.

Reading is an active process that depends on both the writer to give their thinking using words and the reader creates the meaning from them. As the statement from Elizabeth S. Pang et al (2003:6) defines reading is about understanding written text rather a complex activity that involves both perceptions and thought.

Grabe and Stoller (2011:3) defines that reading is the ability to draw meaning from the printed page and interpret the information appropriately. In addition Bacon in Patel (2008:113) stated that reading means to understand the meaning of printed words, for example written symbols. Thus, the definition of reading is an active process of understanding information and thoughts that are conveyed by the author through writing which the reader can obtain new knowledge by their own perception and thought.

Moreover, reading is also emphasized as an important activity besides to increase someone's knowledge, it can become an aid for someone to update their knowledge as well as to get information that they needed. In fact, each person has different ways in reading that mainly affected by purposes why they read a certain text. Some of them read to develop their career, or for academic purposes while others read only for pleasure. Reading can be practiced in different circumstances and in various ways. According to Patel (2008:117) determined that there are 4 types of reading that can be identified.

a. Intensive Reading

This reading type is related to further progress language learning under the teacher's guide. The goal of this reading is to get knowledge. Some characteristics of this type of reading are:

- The reading helps learner to develop active vocabulary.
- Teacher play main role in this reading.
- Linguistic items are developed.
- This reading aims at active use of language.
- Intensive reading is reading aloud.
- In intensive reading, speech habit is emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

This reading type purposed to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Some characteristics of this type of reading are:

- It helps learner to develop to active vocabulary.
- Extensive reading is silent reading.
- The subject matter is emphasized.
- The learner play main role because they have to ask for measures.
- The idea can be developed.
- It aimed to enrich learner's knowledge.

- Through extensive reading the good reading habit can be developed.

c. Aloud Reading

This reading type is aimed to emphasize reader's awareness toward pronunciation.

d. Silent Reading

This reading type is aimed to give chance for reader to acquire a lot of information by focus on the text without sounding.

From several definition and explanation above, it can be concluded that reading is an active way of receiving information from a text by understanding printed or written words, recognizing language, decoding the meanings and in the final makes inferences of the information. This complex process is the reason of many students still hunches that reading as difficult skill especially reading English text. Everyone can have different purposes of reading and practice it in several ways. Nevertheless, the main goal of reading is getting the writer express their message in the piece of writing through the readers' active involvement.

2. Purpose of Reading

Every learner has different purpose of reading. However, determine the purpose is important, since it will be the standard for choosing the text type. According to Williams in McDonough et al (2013:111) usefully classifies reading into:

- a. Getting general information from a text
- b. Getting specific information from a text
- c. For pleasure or for interest

In addition, according to Grabe and Stoller (2013:6) states that each purpose for reading is explained further in the upcoming of the chapter:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading for general comprehension

3. Reading Comprehension

Reading comprehension is a process of constructing meaning of the text. There are some experts define about reading comprehension. According to Haris and Hodges cited in Mills (2007:03) defines the reading comprehension is the construction of the meaning of written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Samuels cited in Duke and Pearson (2001:422) reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking,

during which meaning is constructed through interactions between text and reader.

Woolley (2011:15), reading comprehension is the process of making meaning from the text. The reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

There are some factors that may influence the success of reading comprehension process. According to Woolley (2011:34), the factors are:

- a. The text. This includes the text focus (top-down or bottom-up) and also text organization.
- b. The task. This includes the task that provides good teaching environment or not.
- c. The reader characteristics. Every reader have different characteristics, this can be divided from biological, cognitive and behavioral side.
- d. The purpose of reading. This factor related with the purpose of reading that well understood and about the purpose of text that suitable with reader's need or not.

Moreover, yulianingsih (2012) states that reading comprehension is an integral part of English language evaluation because it is a largely accepted fact that the answers as given by the student on the reading comprehension test, best help the examiner

evaluate the understanding of the students. Thus, it can conclude that reading comprehension seems to have become a mainstay in English language test, it is important to learn all about the strategies to improve students' reading comprehension.

While Karlin (1984:47) divided two models of reading comprehension:

a. Bottom Up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraphs. the meaning of the word will contribute the meaning or a sentence and paragraph.

b. Top Down

Top down comprehension is the process where the reader can find out the information of the text, and understand the text based on their knowledge about the text. Many readers do not fully understand the text, because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

B. Teaching Reading

Teaching is not an activity that just focus on transferring the knowledge, but more than it, teaching is also dealing with the process of

making the student be able to understand about the material and be able to use the knowledge they get to help their life. Kimbly and Garmezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study something, provide with the knowledge. It means that teaching defines as helping, facilitating and giving instructions to students how to learn and get something or knowledge. More than it, according to Harmer (1998:52) mentioned that there are four things that student need to do in learning language, such as: be exposed to it, understand its meaning, understand its form and practice it. Thus, the main focus of teaching language is its practical utilities that one day the student will be able to express or communicate their opinion or their feeling using the target language. Based on this purpose, teaching reading also becomes the most important, since by reading, the student may get a lot of knowledge from what they read that useful for their life.

According to Harmer (1998:68), there are some reasons why student learn to read, especially English, such as because they want to be able to read text in English for their careers, for study purpose or for pleasure. This purpose, then become the important point in the process of determining the learning material and also the teaching and learning strategies.

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and

principles to teach the students so that they can understand well what the teacher teach in the classroom. There are some principles behind the teaching reading that mentioned by Harmer (1998:70), as follow:

- a. Reading is not a passive skill.

Student must be active by not only read the text, but also try to understand the words mean by seeing the picture the words are painting, understand the arguments and work out if they agree with it.

- b. Student need to be engaged with what they are reading.

If they are engaged with the learning, they will get much more from what they read.

- c. Student should be encouraged to respond to the content of a reading text, not just to the language.

They must pay attention to the meaning of the text, not just about how many paragraphs the text had.

- d. Prediction is the major focus in reading.

Teacher should give chance or hint for the student to predict what the text is about before they read it. This strategy will engage them.

- e. Match the task to the topic.

It means that the task must be suitable and interconnected with the topic that will be learned. The task must be interesting and appropriate for do

- f. Good teacher exploit reading texts to the full.

Teacher must integrate the reading text to interesting class sequence, using the topic for discussion and further tasks, not only ask the student to read the text then leave it and change to other topic

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process (Grabe, 2009:15). The important point is that comprehending text is related to the goal, it means that the teacher must teach it.

Besides Hughes (2003:139) explains that teaching reading must teach about as follow; identify pronominal references, main ideas, what kind text involve, topic, support details, recognize writer's intention and making inferences.

There are some relevant matters that need to be highlighted in teaching reading in high school level especially in Junior High School. In Indonesian context, teaching in High School must be considered with the regulation of ministry of national education in the form of the content standard and the age range of junior high school students. It can be considered to decide what the strategy that exact to teach the students. According to Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is the age of transition, confusion, self-awareness, growing and changing bodies and minds. The perception toward physical and emotional are ultrasensitive. Therefore, they need involvement of strategy in various communicative contexts. Thus, in

teaching and learning on eighth grades students must be designed to help them improve their reading strategies to make their reading skills are increased.

Most of Junior High School in Indonesia nowadays applies the curriculum 2013. It is the development of KTSP. In Curriculum 2013 add some characters education that is not stated in KTSP as the dissidence both of them. The English subject consists of three components in Junior High School level. The first component is the expression ability that concerns in the ability to understand and produce speech and written text which is realized in four skills; listening, reading, speaking and writing. The second component consists of comprehension and production ability of various short functional and monolog texts of text types such as descriptive, recount, narrative, procedure, and report. The third component is the supporting competence includes linguistic competence (the use of vocabulary, grammar, structure and phonetic), socio-cultural competence (the use of action and expression language receive in various communication context), strategy competence (the ability to cope with the problem which appears in communication process by using various methods), and forming discourse competence (the use of instrument of forming discourse competence).

According to the regulation of ministry of national education, the core competence and basic competence for Junior High School students

grade eighth in the second semester are the students have to attain several reading competence that shown in the table 2.1

Table 2.1: Core Competence and Basic Competence of Reading Comprehension for Eighth Grade of Junior High School in the Second Semester

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan text recount 3.11.2 Mengidentifikasi fungsi social, ciri – ciri struktur teks dan unsur kebahasaan teks recount 3.11.3 Menentukan fungsi social, struktur teks dan unsur kebahasaan teks recount 3.11.4 Menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan	4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkat pengalaman pribadi di waktu	4.11.1 Mempresentasikan makna secara kontekstual fungsi social, struktur teks, dan unsur kebahasaan dari teks recount 4.11.2 Menulis teks recount dengan menggunakan fungsi social, struktur teks dan unsur kebahasaan yang

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.12 lampau (<i>personal recount</i>) Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)	telah dipahami
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In this research, the researcher only focuses on one competence to be studied. It is Core competence 3, Basic Competence 3.11 which the students emphasized to comprehend simply and short text about recount text.

C. Recount Text

1. Definition of Recount Text

Every level of students will get different type of texts to learning English. The text taught will affect the four language skill; listening, reading, writing and speaking that should be mastered by students. As the regulation from the curriculum 2013 that the junior high school students able to understand various types of text include; descriptive, recount, narrative, procedure, and report. In line, the text that has to be mastered by eighth grade students is recount text. This is the reason way the researcher prefers to focus with recount text in reading.

Recount text itself is the text which retells the experience of someone or event that happen in the past. According to Anderson and Anderson (2003:48) define that recount text is a piece of text that retells past events, usually in the order in which they happened. In addition, Grace (2007:30) defined that recount text is a text that tells the reader or listener what happen in the past through a sequence of events.

The goal of recount text is either to provide information related in the past to be informed to the reader. Therefore, recount text is chosen become the specific genre in teaching reading comprehension because of its social function and close with students' life. According to Marta and Gandes as cited in Yulianingsih (2008), the purpose of social function in recount text is to retell an event in the past with its characteristics and a purpose to inform or entertain the reader. Thus, the purpose of recount text is to tell what and when something happened to the audience.

2. The Generic Structure

According to Gerot and Wignell (1994:194) state the recount text has dominant generic structure consists of three elements, as:

- a. Orientation : Provides the setting and introducing participants (providing information about “whom”, “where”, and “when”).
- b. Sequence of events or Events : Tell what happened, in what sequence (usually recounted in chronological order)

- c. Re-orientation : optional- closure of events (around of sequence of events)

3. Language Features

Language features of recount text explained by Greg Anderson-Clift et al (1999:6), there are as follows:

- a. Proper noun and pronouns identify people, animals or things.
- b. Larger and more complex noun groups build up descriptions.
- c. Word families are used to build topic information.
- d. Varied action verbs are used to build word chains.
- e. Descriptive words add details about who, what, when, where and how.
- f. Adverbs and adverbial phrases sequence events in time and indicate place.
- g. Technical and abstract languages are used to add credence to the texts.
- h. Texts are written in past tense to retell past events.
- i. Conjunctions to combine clauses and connectives to sequence events are used.
- j. Significant events are included and irrelevant details are excluded.
- k. Sentences should be structured with the focus on the important information at the beginning.
- l. The passive voice is used at times to allow the writer to leave out the person doing the action.

D. The 3-2-1 Strategy

1. The Nature of 3-2-1 Strategy

The 3-2-1 strategy is one of reading comprehension strategy that is developed by Vicky Z-Coe, Lourdes H. Smith and Matthew B. Wiggan in 2005. They introduced 3-2-1 strategy as the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently. In addition, Preszler (2006:20) defined that 3-2-1 strategy requires students to consider what they've learned and to process the information they've been exposed to during a lesson. When students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding a topic of reading text.

The 3-2-1 strategy is flexible to apply into any reading text such as textbooks, novels, articles, etc. that asks students to specify the important ideas of the instructed reading text and at the same time aids students' reading comprehension and boost their motivation in reading activity. The 3-2-1 strategy can help students to consider the ideas of reading text, then drive them to find topic that interested them and provide their opportunity to seek for clarification from the text. This strategy involves three important parts. The first covers points in which students make summary of reading text, then followed by students individual perspectives on most interesting part of the text,

and the last point gives students space to ask questions related to the text. According to Vicky Z-Coe et al (2005:381) explain the basic rules of the 3-2-1 strategy; **3 things that students discovered** for the students summarize and cite three different key details they identified from the reading passage, **2 interesting things** for the students list two things from that stood out as being interesting to them and **1 question students still have** for students to write a question that they still have about the text. The teacher must first model the use of the strategy to students and discuss their thinking process, the meanings they constructed, and the ways they benefited from the strategy to them. It shows in table 2.2 below:

Table 2.2: The 3-2-1 Chart

3-2-1 STRATEGY CHART
Students Name:
Topic/Book/text:
3 things you discovered:
2 interesting things:
1 question you still have:

2. The Procedure in Teaching Reading by Using 3-2-1 Strategy

The 3-2-1 strategy chart can be used during or after reading. The application of 3-2-1 strategy can be modified in several ways by changing the chart items from the basic chart belongs to the original founder Vicky Z-Coe, Matthew B. and Lourdes H. Smith (2005) that has been introduced. A more detailed application of 3-2-1 strategy will

also helpful for a thorough comprehension. The 3-2-1 chart can be modified as shown in table 2.3 as below:

Table 2.3: Modification of 3-2-1 Chart

My 3-2-1 Chart
Students Name:
Class:
Recount Text:
3 sentences of the paragraph topic
2 experiences you interesting
1 question you still have

Before conducting the 3-2-1 strategy chart in the classroom, the researcher introduces about the details of the 3-2-1 strategy chart and the recount text first, afterward explain how students' do with it to guide their reading activity. The researcher will start to demonstrate the strategy together with students as the example before the students work individually. For the first way, the students are asked to find 3 things as the points of topic in each the paragraph that they have learned from the recount text. They will identify the key fact then pour their understanding onto written form and explain their written with their own word. The teacher guides the students to highlighting, underlining, or any other way to help them find the important things of the text easily.

Continue in discussing with 2 of interesting items that they have identified. Here, students will choose the most interesting things

in each paragraph they found from the text. The teacher encourages students to look for what they mostly interested them in the recount text they read. Last, students give 1 question about the text. The question will help students when they find misunderstood about sequence of event or unclear explanation from the text or further clarification about the topic. In other word, the question that they made can increase their critical thinking about topic or the story from the text they have read.

3. The Advantages of 3-2-1 Strategy

Every strategy certainly has its own advantages. Likewise the 3-2-1 strategy is also suggested has many advantages in reading comprehension process. Here some of advantages include:

- a. 3-2-1 strategy is a flexible nature to facilitate in performing of teacher or students. It can be expanded in different ways to better facilitate specific teacher curricular and instructional objective.
- b. This strategy can develop students' critical thinking about the text by reading in its entirety to understand the things contained in the text. So, the students can maximize interaction their motivation in reading with the text in order to improve their reading comprehension.
- c. It strategy can be a simple process reading to apply, it guide the students by some easy steps to understand the whole passage in reading text.

- d. It can also help the teacher to work as assessment tool to assess students' level in reading comprehension, or the lesson that next to re-teaching and learning material parts that interest students to learn (Coe et al, 2005:383).

E. Previous Study

There are some research finding related with the effect of using 3-2-1 strategy on students' reading comprehension. The previous study states bellow:

The first research has been done by Hashem Ahmed Alsamadani (2011). He investigated the effect 3-2-1 strategy on EFL students' reading comprehension in King Abdul Aziz University Saudi Arabia. He focus onto determines how 3-2-1 strategy contribute to effective reading and how teachers can incorporate this strategy in reading instruction. He also confirmed that his research to be the first study held to examine the effectiveness of 3-2-1 strategy on reading comprehension. The research design he used quasi-experimental, he chose the sample of research was college ELF students randomly that consist of 42 students in experimental and 43 students in control of King Abdul Aziz University whose their English ability is categorized in low-intermediate level. This research was held for six weeks instruction revealed a significant statistical difference in reading comprehension between the groups trained with 3-2-1 strategy and the other groups who was not trained 3-2-1 strategy. He suggested that 3-

2-1 strategy is proven to help boost students' reading comprehension if it appropriately used. However, his research didn't explain specifically prove in what reading text type does 3-2-1 strategy was effective.

The second research has been done by Ika Nur Aini (2015). She conducted the 3-2-1 strategy can improve Vocational school students' in reading comprehension skills. The sample of her research is the third grade of Vocational High School students of SMK Saraswati Salatiga. With they had low reading comprehension skill and low score in English whereas they would be faced the National Examination. She used Classroom Action Research (CAR) as her research design which it conducted two cycle of action research. Supported by field note, teacher observation sheet and students' achievement test. In this research, she wanted to accommodate the students beside by using 3-2-1 strategy in comprehending the English passage, but they might also able to connecting the text with their real life experience. The result of her research showed that there was an improvement of students' reading comprehension skills by using 3-2-1 strategy. However, in her research also did not explain what reading text type she used with 3-2-1 strategy improved the students reading skill.

The third research has been done by Susi Sesilia, Endang Susilawati, and Syarif Husin (2016). The research aimed to find out the effectiveness of 3-2-1 strategy in teaching reading on narrative text to the tenth grade students. The research method of this research was pre-

experimental research with one group of pre-test and post-test design and the sample were tenth grade students from X-B which consist of 30 students of SMA Santo Fransiskus Asisi Pontianak. Which was caused by the teaching English process did not run well, the students still confused how to comprehend the text and they were not interesting in reading narrative text. The researchers implemented the 3-2-1 reading strategies and successfully applied in teaching reading comprehension on narrative text.

Based on the previous studies above, those studies have similarities and difference term in conducting 3-2-1 strategy. The similarities were mostly conducting 3-2-1 strategy to help students' reading comprehension in learning reading text, the goals of the research and the implementation of this strategy in second language learners. On other hand, the difference of the research with previous study are the use of 3-2-1 strategy in the text type that was chosen. It intended to use the 3-2-1 strategy that some are modified to conduct in reading text that is recount text. Then, the object of research is eighth grades of Junior High School students. The researcher wants to investigate their reading comprehension achievement in recount text.