

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theories concerning on reading comprehension, teaching reading comprehension, recount text, , 3-2-1 strategy, and the use of 3-2-1 strategy in teaching reading comprehension.

#### A. Reading Comprehension

There are some principles in reading comprehension, they are reading strategy instruction, the definition of reading comprehension, and the purpose of reading comprehension.

##### 1. Reading Strategy Instruction

Generally deliberate activities undertaken by active learners, many times to remedy perceived cognitive failure<sup>1</sup>. Defined a strategy as considerable, deliberate actions or skills<sup>2</sup>. Reading research has proven that skilled readers possess a number of flexible and teachable comprehension strategies that they utilize before, during, and after reading<sup>3</sup>. In this regard, Houtven and Van reported that strategy use positively affected reading comprehension. They found that teachers who applied superior metacognitive strategy instruction

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<sup>1</sup> Garner, R. (1987). *Metacognition and Reading Comprehension*. Norwood, NJ: Ablex Publishing.

<sup>2</sup> Paris, S. , Lipson, M. & Wixson, K. (1983). *Becoming a strategic reader*. *Contemporary educational Psychology*. 8(3), 293-316, doi:10.1016/0361-476X(83)90018-8, [http://dx.doi.org/10.1016/0361-476X\(83\)90018-8](http://dx.doi.org/10.1016/0361-476X(83)90018-8)

<sup>3</sup> Baker, L., & Brown, A.L. (1984). *Metacognitive skills in reading*. In P.D. Pearson (Ed.), *Handbook of reading research* ( pp. 353-394). New York: Longman

produced students who made greater progress in metacognitive knowledge<sup>4</sup>. Furthermore, they found that students who were trained in the use of reading strategies had substantially better reading comprehension results than those who were not trained. The overall conclusion was that teachers can teach their students metacognitive skills and that these skills will in turn lead to better results in reading comprehension<sup>5</sup>.

Therefore, when teaching reading, EFL teachers should help students acquire a global understanding of the text before tackling the text at lower levels, i.e., the sentence level and paragraph level. Additionally, reading strategy instruction helps students learn how effective they are in their use of reading strategies. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies<sup>6</sup>. Through this method, reading instruction helps students understand that reading is an interaction between the reader and writer<sup>7</sup>. The reader draws upon background knowledge and language skills to process the ideas of others. Many researchers have attempted to foster improved metacognition and comprehension through the direct instruction of strategies. Studies conducted on reading instruction and reading strategies indicated that non-proficient L1 and L2 readers either do not possess knowledge about strategies or mainly engage in bottom-up strategies.

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<sup>4</sup> Houtveen, A. & Van de Grift, J. (2007). *Effects of metacognitive strategy instruction and instruction time on reading comprehension. School Effectiveness and School Improvement*,18(2).

<sup>5</sup> Ibid.

<sup>6</sup> Wilhelm, K. & Li, H. (2008). Exploring pedagogical reasoning: Reading strategy instruction from two teachers' perspectives. *The Reading Matrix*. 8 (1) 96-110.

<sup>7</sup> Vacca, R. , & Vacca, J. (2005). *Content area reading: Literacy and learning across the curriculum (8th ed.)*. Boston, MA: Pearson Education.

All of these studies suggest that reading teachers can teach their students to use quality strategies not only to improve their reading comprehension, but also to increase awareness of their own performance as they read. Research findings also support the teaching of specific strategies to improve reading comprehension strategy including, but not limited to, automatic decoding, identifying genre, questioning, skimming, and finding the topic sentence and the main idea<sup>8</sup>.

Finally, the 3-2-1 reading strategy involves training students on recalling what was read by summarizing the three most important points in the text. Additional information regarding the steps of the 3-2-1 strategy is presented in the following section.

## **2. The Definition of Reading Comprehension**

Reading comprehension consists of two words, namely reading and comprehension. According to Siahaan, reading is receptive written language skill that reading is the skill of a reader or a group of reader to interpret information transferred by a writer.<sup>9</sup> Reading can also described as an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge of the text.<sup>10</sup>

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<sup>8</sup> Brown, H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Beijing: Foreign Language Teaching and Research Press, 291-296.

<sup>9</sup> Siahaan Sanggam., *The English Paragraph*, (Graha Ilmu: Jogja, 2008), 2.

<sup>10</sup> David Nunan. 1989. *Designing Tasks for Communicative Classroom*. (United States of America: Cambridge University Press, 1989), 33.

Comprehension according to Cooper means a process by which the reader constructs or assigns meaning by interacting with the text.<sup>11</sup> Constructing meaning from text is the goal of reading. Comprehension is a complex and demanding process. The quality of meaning students construct as they interact with text during and after reading, and the teachers role in supporting and scaffolding students are key factors that affects student's comprehension of the text.<sup>12</sup>

So, reading comprehension is a complex process that the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.<sup>13</sup> Based on the explanation above, it can be assumed that reading comprehension is the ability to process the written or printed material from what has been read to develop and construct the main idea on the experience or prior knowledge of the reader. The purposes are to get information, entertainment, improve general language skill, and develop knowledge for the reader.

### **3. The Purpose of Reading Comprehension**

People read something for different purposes. According to Grabe<sup>14</sup>, there are six major purposes of reading as follows:

- a. Reading to search information (scanning and skimming).
- b. Reading for quick understanding (skimming).

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<sup>11</sup> David Cooper, *Literacy Helping Children Construct Meaning*. 4th edition. (USA: Houghton Mifflin Company, 2000), 12.

<sup>12</sup> Zigouris-Coe,V, loc. cit.

<sup>13</sup> David Nunan, *Practical English Language Teaching*. (Singapore: Mc. GrawHill, 2006), 71.

<sup>14</sup> William Grabe, *Reading in a Second Language; Moving from theory to Practice*, (United States of America: Cambridge University Press, 2009).

- c. Reading to learn.
- d. Reading to integrate information.
- e. Reading to evaluate, critique, and use information.
- f. Reading for general comprehension.

In addition, Nunan suggests that second language learner want to read for following purposes<sup>15</sup>:

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instructions on how to perform some tasks for our work or daily life (e.g. knowing how an appliance works).
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what available.
- f. To know what is happening or has happened (as reported in newspaper, magazines, reports).
- g. For enjoyment or excitement.

## **B. Teaching Reading Comprehension**

Teaching reading comprehension is a challenging and demanding task which is at the same time difficult to improve the learner's capacities. Here are the principles and problems in teaching and learning reading comprehension.

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<sup>15</sup> David Nunan, op. cit., 34.

## 1. Principles in Teaching Reading

Teaching reading comprehension is a challenging and demanding task which is at the same time difficult to improve the learner's capacities. Teacher cannot just ask them to read and understand it, but more than that, the teacher should engage the students into the text. Here are six principles in teaching reading comprehension that proposed by Harmer<sup>16</sup>, they are as follows:

a. Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things - and if students do not do these things - then we only just scratch the surface of the text and we quickly forget it.

b. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text—not actively interested in what they are doing—are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

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

Of course, it is important to study reading texts for the way they use language, the numbers of paragraph they contain and how any times they use relative clauses. But the meaning, the message of the text, is just

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<sup>16</sup> Jeremy Harmer, *How to teach English: An Introduction to The Practice of English Language Teaching*, (Essex: Longman, 1998), 70-71.

as important and we must give students a chance to respond to that message in some ways. It is especially important that they should be allowed to express their feeling about the topic – thus provoking personal engagement with it and the language.

d. Prediction is the major factor in reading.

Prediction is one of the strategies in 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 is about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

e. Match the task to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions and puzzle. In this case the teacher has to consider choosing or creating the right tasks for the students.

f. Good teacher exploit reading text to the full.

Any reading text is full of sentences, words, ideas, description, etc. it does not make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the languages for study.

## 2. Problems in Teaching and Learning Reading Comprehension

In teaching and learning reading comprehension that must be done by teacher and students, they found some problems according to that case. The teacher centered instruction is derived from traditional view of teaching that views the teachers as omnipotent actors of classroom responsible for transferring the content to the students. Hence, teacher's talk and activity are more dominant in the classroom than the involvement of the students in learning activity that fosters to boredom of classroom learning, monotonous teaching and passive participation of students. Therefore, students need active learning instruction to excite them from passive listeners to active constructors.<sup>17</sup>

Moreover, most of students feel that reading an English text is a very difficult activity. Secondly, they get difficulty to find explicit and implicit information in a text. Thirdly, most of students are difficult to understand or comprehend English text well like summarizing the important idea from the text and searching interesting or important of information. And also the students were passive and not creative. Teacher also gets difficult in choosing an appropriate strategy according to those problems.

Active learning is an important paradigm in learning language. Active learning draws upon condition where learners are supposed to get involved, controlled and monitor in their own learning. Active learning as a method of educating students to participate actively and effectively in the classroom

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<sup>17</sup> Er, M., Altunay,U., &Yurdabakan, i. (2012). The Effect of Active Learning on Foreign Language Self Concept and Reading Comprehension Achievement. *International Journal on New Trends in Education and Their Implication*, 3(4) 43-58, (2012), 44.

activities and enables students to discover content as they work cooperatively with other students to understand the curriculum. Altunay et.al clarify active learning as students centered approach to learning which facilitates students to learn by creating meaning rather than memorizing information transferred by teacher, and it assigns students takes responsibility of learning.<sup>18</sup>

From the description above, it is clear that less of active learning process, some intrinsic problems, and the difficulty in choosing the appropriate strategy are happen in teaching and learning reading comprehension. Related to the last problem, here the researcher thinks necessary to apply certain strategy to face those problems in teaching learning reading comprehension.

### **C. Recount Text**

Here explains about the definition of recount text, generic structures, and language features.

#### **1. Definition of Recount Text**

Recount text based on the life experience. It is used to show the series of memory events. Recount text is a text which retell about what happened in the past. It is supported by Anderson<sup>19</sup> statement who stated that recount text is a text which list and describe about past experiences by retelling events in chronological order. The purpose of Recount text is to informing or entertaining the reader (or both) by retelling about the events in past. In addition, recounts are sequential texts that do little more than chronological

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<sup>18</sup> Ibid, 45.

<sup>19</sup> Mark and Katy Anderson, *Text Types in English 2*, (Australia: MacMillan, 2002), 3.

events series. The sequence of events which happened in the past is told chronologically.

## **2. Generic Structures**

In making a recount text, there is an important point which should be known. According to Anderson<sup>20</sup> stated that a recount text has three main parts or generic structures, as follows:

- a. Orientation: It is always be in the first paragraph of the text, which introduce the topic of the text. It gives background information about who, what, where, and when the story was happen.
- b. Events: It is usually told in a series of paragraphs, which retell the events in the order of sequence when they happened.
- c. Reorientation: It is always be in the last paragraph. This part contains a personal comment of the writer about the events that had happened.

## **3. Language Features**

Recount text uses a familiar language because it is based on the life experiences. The language features of the recount text such as:

- a. Focus on individual participant or a group participant. Recount text focus on what an individual or a group of people were doing. It can be written in the first and the third person. First person is someone who experiences the events and also writes them on recount text form. For example: *I went to Surabaya by car*. The third person is a person who becomes an observer

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<sup>20</sup> Ibid, 53.

and telling the events on the recount text form. For example: *Yuda went to Surabaya by car. He rode the car by herself.*

- b. The language is written in simple past tense Past tense is the form of verb which used to describe the actions in the past. The activity or situation is begin and ended at a particular time in the past. For example: *Adib wrote a letter to his mother.*
- c. Focus on temporal sequence of events, called as temporal conjunction. Conjunction is a part of speech that serves to connect words, phrases, clauses or sentences. In this, the conjunction related with period or was known as temporal conjunction such as last year, on the weekend, then, etc. So, the temporal conjunction connects with the sentence. For example: *We then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers. After that we caught the train back to Marrickville.*<sup>21</sup>
- d. Using past progressive, past perfect, and past perfect progressive.
- e. Recount text is a text which retell about the past experience. It is possible to use not only past tense, but also past progressive, past perfect and past perfect progressive.

1) Past progressive

Past progressives indicates that the activity was in progress in the past. For example: *Last year at this time, I was attending school.* In past progressive, both actions occurred at the same time, but one action

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<sup>21</sup> P. Knapp and Meghan Watkins, *Genre Test, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005), 221.

began earlier and was in progress when the other action occurred.<sup>22</sup> For example: *I was walking down the street when it began to rain.* Sometimes in the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: *While I was playing a game station in my room, my mother was cooking in the kitchen.*

## 2) Past perfect

Past perfect expresses an activity that was completed before another activity or time in the past.<sup>23</sup> For example: *Mr. Carol had finished dinner by the time I got home.* If either **before** or **after** is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used. For example: *Prilly left **before** Ali got there.* That sentence has a similar meaning with *Prilly had left **before** Ali got there.*

## 3) Past perfect progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past.<sup>24</sup> For example: *I had been saving my pocket money for two years before I bought a Smartphone.* In addition, past perfect tense may express an activity in progress close in time to another activity or time

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<sup>22</sup> Betty Schramper Azhar, *Understanding and Using English Grammar. Third Edition*, (USA: Pearson Education, 1999), 45.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid, 47.

in the past. For example: *when Alice got home, her hair was still wet because she had been swimming.*

#### **D. 3-2-1 Strategy**

The 3-2-1 strategy is one of reading strategy proposed by Zygoris-Coe, Wiggins and Smith as the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently.<sup>25</sup> 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.

##### **1. Step “3”**

In the first step, students must discover three (3) items in the text that he or she read. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encouraged to pay closer attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words. Because the reading is about the recount text, the students are encouraged to pay attention to the background information of the recount text, the events that happened in the recount text and the comment about the recount text. Students must share their understanding by writing and explaining with their own words.

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<sup>25</sup> Zygoris-Coe, V, op. cit. 381-382.

## 2. Step “2”

Second, students are asked to share two (2) interesting things. 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. Students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, students list two things that stood out as being interesting to them related to the writer’s reaction in the recount text and implicit or moral value of the recount text.

## 3. Step “1”

Finally, students have 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 text. Also they can ask questions about conceptual gaps, misunderstood events, or unclear explanations in text.

### **E. The Use of 3-2-1 Strategy in Teaching Reading Comprehension**

Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. To engaged students to create an active and effective reading comprehension skill, there are many kinds of reading strategies. One of them is 3-2-1 strategy.

The 3-2-1 strategy is one of reading strategy that requires students to participate in summarizing ideas from the text and encourage them to think independently. Some of benefits from sing this strategy is as follows<sup>26</sup>:

1. This strategy flexible nature, there are several ways to extend the strategy to better facilitate specific teacher curricular and instructional objective.
2. 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.
3. 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 2.1.
4. The 3-2-1 strategy is one way to actively and meaningfully engage students with the text.
5. Students are motivated because the discussion is based on the ideas that they found, addressed and brought to class.
6. It helps the teacher determine whether or not the students understood the main point of lesson. 3-2-1 strategy also serves informative assessment and a collection of ongoing data for the teacher.

Here the 3-2-1 strategy chart proposed by Zygouris-COE and Wiggins:

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<sup>26</sup> Zigouris-Coe,V, op. cit. 382-383.

**Table 2.1**

**Example of 3-21 Strategy Chart**

Student Name :	
Topic/book/text:	
3 Things you discovered	1.
	2.
	3.
2 Interesting things	1.
	2.
1 Question you still have	1.