

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer presents reviewing literature related to the research. It includes reading comprehension, teaching reading comprehension, recount text, and 3-2-1 Reflection Technique. Each of the items is discussed as follows.

#### A. Reading Comprehension

Reading comprehension is the main pillar in reading activities where a reader builds an understanding of a text. Readers combine their logical thinking with a collection of letters, words and sentences in the text. So, reading comprehension in English text is not only about how you read well which includes pronunciation accuracy and loud voice. However, reading comprehension itself is an activity to build an understanding of the meaning of a text which you can then translate through your own language. Furthermore, this understanding can be useful for others. As Desrina et al. stated that reading comprehension is a high level thinking to catch the information from the text that they have read.<sup>16</sup>

There are some purposes when we want to read. Actually, Everyone has their own reason when they read something. According to Grabe and Stoller the purpose of reading are to search simple information, to learn from texts, to general comprehension, to skim quickly, and to integrate information.<sup>17</sup> The short explanation of those purposes as follow:

##### 1. Reading to search simple information

In reading to search, we scan the text for a specific word or a specific piece

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<sup>16</sup> Desrina et al., *Improving Students' Reading Comprehension.*, 67.

<sup>17</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading (Second Edition)* (New York: Routledge, 2011), 12.

of information.

2. Reading to learn from texts

Reading to learn occurs in professional and academic contexts in which a person needs to learn the most part of information from a text.

3. Reading to general comprehension

Reading to general comprehension has two reasons. First, it is the most basic purpose of reading. Second, general reading comprehension is more complex than commonly assumed.

4. Reading to skim quickly

Reading to skim involves in essence a combination of strategies for guessing where important information might be in the text. Then, using basic reading comprehension skills on those segments of the text until a general idea is formed.

5. Reading to integrate information.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

Furthermore, some difficulties in reading often become a problem in the reading comprehension process. Hence, we have to know those difficulties so that we can minimize the problem in the reading comprehension process. Those difficulties are vocabulary mastery, unfamiliar with the topic, etc. As Septiana stated that the difficulties in reading comprehension are locating reference,

determining main idea, detailing information, understanding vocabulary and making inference.<sup>18</sup>

## **B. Teaching Reading Comprehension**

In teaching reading comprehension, Teachers have to take notice of students' progress. Furthermore, they have to understand in what way they will teach their students. As Desrina et al. said that teacher should know the programs, technique and instructional material that they will use in teaching reading comprehension.<sup>19</sup> There are some common techniques that are used by the teacher. As Dian mentioned those are Know-Want-Learnt (KWL), Questioning Answering (QAR), Story Mapping and Story Retelling, also Directed Reading-Thinking Activity (DRTA).<sup>20</sup> The short explanation of those techniques as follow:

### **1. Know-Want-Learnt (KWL)**

A technique that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. Then, Students arrange a list of questions about what they Want to know about the topic. During or after reading, students answer the questions that they have arranged. Their answers become new information that they can be Learned.

### **2. Questioning Answering (QAR)**

Teachers ask questions that will require students to use the thinking skills that they are trying to develop. There are two types of questions. First, open question is a question that has many acceptable answers. While,

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<sup>18</sup> Septiana Fauzia, "A Descriptive Analysis of Students' Difficulties in Comprehending English Reading Text (A Case Study of the Second Semester of English Department Students in IAIN Salatiga in Academic Year of 2018/2019)", (Skripsi Sarjana, IAIN Salatiga, Salatiga, 2019), 56.

<sup>19</sup> Ibid., 68

<sup>20</sup> Dian Nita Nurhayati, "Strategies on Teaching Reading Comprehension for the Eight Grade Students at SMP PGRI 01 Singosari", (Skripsi Sarjana, Universitas Brawijaya, Malang, 2017), 9.

closed question is a question that has limited number of acceptable answers.

### 3. Story Mapping and Story Retelling

A technique that combine of a visual practice that helps you to understand how a user might use a feature and a elaboration practice that helps you to consider how you may elaborate an idea gradually.

### 4. Directed Reading-Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension technique that guides students in asking questions about a text, making predictions, and then reading to confirm their predictions.

Further, teachers also have to consider about the students' micro-skills in reading. Those are phonological awareness, orthographic knowledge, and decoding.<sup>21</sup> The short explanation of those micro-skills will be showed below:

#### 1. Phonological awareness

This is about the sound system of a language. Such as rhyming, word matching, syllable deletion, etc.

#### 2. Orthographic knowledge

Information about the spelling parts of words or patterns of words.

#### 3. Decoding

A term that describing the process of identifying a critical skill in good reading and considered a clear predictor of reading aptitude.

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<sup>21</sup> Gail August, "L2 Micro-skill Proficiency and ELL Reading", *Academic Exchange Quarterly*, Vol. 21 No. 3 (2017), 2. URL: <http://rapidintellect.com/AEQweb/ec5818v15.pdf>

### **C. Recount Text**

Recount is a text that retelling events that were happened in the past. This text usually uses the past tense. The generic structure of this text is orientation, events, and re-orientation. There are some topics of recount text such as holiday, unforgettable experience, history explanation, etc. As Desrina et al stated that there are three types of recount text those are imaginative recount, factual recount and personal recount.<sup>22</sup> The short explanation will show below:

#### **1. Imaginative Recount**

It means making imaginative stories and then writing down events or incidents that have occurred.

#### **2. Factual Recount**

The real-time incident reports, such as science experiment reports.

#### **3. Personal Recount**

It tells about the author's personal experience

### **D. 3-2-1 Reflection Technique**

3-2-1 Reflection Technique is a technique that consolidated effective teaching technique and effective assessing technique. In researcher's opinion also based on that statement above, this technique is suitable than other teaching techniques for reading skill because it helps students to do fast thinking exercise and gives students exercises in reading comprehension recount text enjoyably and effectively. As Hasem said that there are three steps in this technique. Those are first, students discover three items in the text that they read. Second, students share two interesting items in the text.

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<sup>22</sup> Desrina et al., *Improving Students' Reading Comprehension.*, 69.

The last, students write one question about the text.<sup>23</sup> The visualization can be seen on table 2.1 below:

**Table 2.1 3-2-1 Activity**

<p><b>3</b> things I learned</p>	
<p><b>2</b> things I found interesting</p>	
<p><b>1</b> question I have</p>	

Actually, there are some advantages in using 3-2-1 Reflection Technique. The advantages are first, students can explore their idea about the text. Second, this technique can be a booster for students to think independently. Third, this technique can help the teacher to assess how far students' understanding about the text. As Vicky et al. stated that 3-2-1 Reflection Technique is an active and meaningful method that can help students to engage and interact with the text.<sup>24</sup>

<sup>23</sup> Hasem, *The Effects of the 3-2-1 Reading Strategy*, 186.

<sup>24</sup> Vicky Zygouris-COE, Matthew B. Wiggins & Lourdes H. Smith, "Engaging students with the text: the 3-2-1 strategy", *The Reading Teacher*, Vol. 58 No. 4 (2005), 381. URL: [https://www.academia.edu/5074627/Engaging\\_Students\\_With\\_Text\\_The\\_3-2-1\\_Strategy](https://www.academia.edu/5074627/Engaging_Students_With_Text_The_3-2-1_Strategy)