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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

According to Kalayo and Ansyari (2007, p.114,) reading is an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Furthermore, Fiprinita (2013, p.1-2), states that reading is one of the subjects to get information and knowledge about everything readers need from written form. It means that reading is one of the most important skills in learning language.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of reading material, the reading activity becomes inadequate. On the other hand, Johnson (2008, p.3) says there are several meaning of the reading :

- 1) *Reading is the practice of using text to create meaning.* It means that if there is no meaning being created, there is no reading taking place.
- 2) *Reading is a constantly developing skill.* Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading is.

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- 3) *Reading integrates visual and non visual information.* During the act of reading, the visual information found on the page combines with the non visual information contained in our head to create meaning. In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).
- 4) *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. It means in here we focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

2. The Nature of Reading Comprehension

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is dealing with the process of catching meaning and idea from the written text.

As the result, reading comprehension is the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending how to get the ideas of both explicit and implicit messages. Furthermore, Snow (2002:11) points out comprehension as three elements:

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

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The purpose of reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.

3. Types of Reading Comprehension

Brown (2003:189) divides types of reading into four designs. Those designs are perceptive reading, selective reading, interactive reading, and extensive reading.

a. Perceptive Reading

Assessment of basic reading comprehension may be carried out in a number of different ways.

1) Reading Aloud

The test-taker uses separate letters, words or short sentences then students read them aloud one by one in teacher's control.

2) Multiple-Choice

Multiple-choice responses are not only a matter of choosing one of five possible answers. It can be form in some other formats. Some of formats which are especially useful at the low levels of reading includessynonym-antonym, circle the answer, true-false, choose the letter, and matching format.

3) Picture-Cued Items

Tester shows a picture with a written text to test-takers. Therefore, test-takers will try to comprehend a text through the picture.

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b. Interactive Reading

Brown (2003, p.201-210) notes that assessment interactive reading task design has combination of form-focused and meaning-focused objective but with more emphasize on meaning. Here, there are some possible tasks which can be used in assessment. Those tasks are cloze tasks, impromptu reading plus comprehension questions, short answer tasks, editing (longer text), scanning, ordering tasks, and information transfer: reading charts, maps, graphs, diagrams.

1) Cloze Tasks

In cloze tests, the words are deleted systematically. Test writer chooses an actual text, then construct it mechanically. Finally, students will fill the blanks words.

2) Impromptu Reading Plus Comprehension Questions

Impromptu reading plus comprehension questions are represent a sample of test specifications for TOEFL reading passage. It is derived from research on a variety of abilities good reader exhibit. It is noticed many of questions are consistent with strategies of affective reading: skimming for main idea, scanning for detail, guessing word meanings form context, using discourse markers, etc.

3) Short Answer Tasks

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A popular alternative to multiple-choice question reading passage is the age-old short answer format. A reading passage is presented. A test-taker reads question that must be answered in a sentence or two. Questions might cover the same specifications indicated for the TOEFL reading, but be worded in questions form.

4) Editing (Longer Text)

It is limited to a list of unrelated sentences. Teacher will give a text which has wrong grammar and error sentences. It will be detected by the test-taker.

5) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or paragraph format) and requiring rapid identification of relevant bits of information.

6) Ordering Tasks

In this task, students should arrange some unarranged sentences which are given by teacher. Students always enjoy the activity of receiving little scrip of paper then assembling some sentences into a story.

7) Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Students must be able to comprehend charts, maps, graphs, diagrams, and the like. They must be able to find the information in all of those media.

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c. Selective Reading

Here are some possible tasks which are used to assess lexical and grammatical aspect of reading comprehension. Brown (2003:194) states that there are some possible tasks are used to assess lexical and grammatical aspects of reading comprehension, such as multiple-choice (for form - focused criteria), matching tasks, editing tasks, picture - cued tasks, and gap-filling tasks.

1) Multiple-Choice (for Form - Focused Criteria)

The most popular method of testing a reading knowledge of vocabulary and grammar are the multiple-choice format. Mainly for reasons of practicality, it is easy to administer and can be scored quickly. The most straightforward multiple-choice items have little context but serve as a vocabulary or grammar check.

2) Matching Tasks

At this selective level of reading, the test-takers' task is simply to respond correctly which makes matching an appropriate format. The most frequently appearing criteria in matching procedures is vocabulary.

3) Editing Tasks

Editing for grammar or rhetorical errors is a widely used test method for assessing linguistic competence in reading. This technique not only focuses on grammar but also introduces simulation of the authentic task of editing, or discerning errors in written passages.

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4) Picture - Cued Tasks

There are two types of picture-cued task methods that are commonly used. First, students read a sentence or passage and choose one of four pictures that are being described. The sentence (or sentences) at this level is more complex. Second, students read series of sentences or definitions, each described a labeled part of a picture or diagram. Their task is to identify each labeled item.

5) Gap-Filling Tasks

Many of multiple-choice tasks described previously can be converted into gap-filling. It is such as fill in the blank. Moreover, an extension of simple gap-filling tasks is to create complete sentence items.

d. Extensive Reading

According to Brown (2003, p.212), extensive reading involves somewhat longer texts that teachers have been dealing in learning. Journal articles, technical reports longer essays, short stories and books fall into this category. Here there are some possible tasks that can be applied in this design. Those are skimming tasks, summarizing and responding, and note taking and outlining.

1) Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a predication strategy which is used to give a reader a sense at the topic and purpose of a text, the organization of the text and the perspective to point of view of the written.

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2) Summarizing and Responding

One of the most command means of assessing extensive reading is to ask the test-takers to write a summary of the text. The task that is given to students can be very simple words. The procedures such as: teacher will give the students a text, the teacher asks the students to summarize the text, then, asks them to respond the text.

3) Note Taking and Outlining

A student's comprehension of extensive text may be assessed through an evaluation by a process of note-taking or outlining. However, in this assessment, teacher will be difficult to control the condition and time. So that, it includes informal assessment category.

Then, there searcher assessed the students' reading comprehension in aspect of interactive reading by using Three-Minute-Pause Strategy. It is due to the learning goal of reading comprehension at State Junior High School 13 Dumai is to comprehend questions of the text.

4. Narrative Text

a. Definition of Narrative Text

Narrative text is one of the English Text types. Narrative text refers to story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. This text commonly describes animal, human or human's fantasy creature experiences. According to

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Kistono et al (2012,p.89), a narrative text has a social purpose to entertain the reader through a real experience or an imagination.

However, narrative can also be written to teach, to inform, to change attitudes or social opinions and to show the moral of a story. Narrative is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In addition, narrative tells an imaginative story, although some narrative may be based on act.

b. Generic Structure of Narrative Text

Generic structure is package of events in a text. It will explain how the stages move through to attain the purposes. It will help us the way to make narrative text correctly. Narrative text consists of certain structure. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. According to Mukarto et al (2007:123) narrative text usually has three main parts: orientation, complication, and resolution. They are described below:

1. *Orientation*. It tells about the setting in time and place, and characters. It means the readers are introduced to the main characters and possibly some minor character.
2. *Complication*. This part tells about problems to be solved by characters.
3. *Resolution*. It describes the solution to the complication and gives an ending the story.

c. Language Features of Narrative Text

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Narrative text also has a certain language features. As stated by Mukarto et al (2007,p.147),that the language features of narrative text are mentioned below:

1. Specific participants or characters.
e.g : Dorothy, the Lion, the Tinman, the Scarecrow, Oz, Toto.
2. The use of past tense.
e.g : The Scarecrow scratched his head
3. The use past continuous tense.
e.g : Dorothy and her friends were walking through the forest when they heard a terrible error
4. Action Verb.
e.g : invited, ran, barked, etc.
5. Relational verbs to describe verbal process.
e.g : said, answered.
6. Verbal verbs to describe mental process
e.g : know, felt
7. Some Convertasions.
e.g : “ Maybe Oz could give you courage.” “ Don’t you dare bite Toto!”
8. Many connectives or conjunctions to sequence the story.
e.g : then, the next moment, etc.

From the explanation above, narrative text has certain language features which are adapted from a story. It shows how the whole story is, also it becomes a special characteristic of narrative text among other texts.

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d. Social Function of Narrative Text

According to Anderson (2003:6), narrative text is used to present a view of the world that entertains or informs the readers or listener. It is also to entertain the readers or listener by presenting a story. In different ways Mukarto et al (2007:103) states that narratives text is used to entertain the readers/or listeners with our stories.

From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, rather than providing entertainment, can be to make the audiences think about an issue, teach them a lesson, or excite their emotions

5. The Concept of Three-Minute-Pause Strategy

a. Definition of Three Minute Pause Strategy

According to Moss Barbara (2010, p.153), Three-Minute-Pause is a strategy that provides students with an opportunity for reflection that can enhance knowledge retention. It can be said that Three-Minute-Pause strategy is the strategy that can give a different understanding for the readers so the readers can change the knowledge by new information from the text.

In addition, according to Doug Buehl (2009), Three-Minute-Pause strategy is designed to help students monitor their comprehension at given times while silent reading. In the beginning the teacher will model what happens in Three-Minute-Pause with think aloud. While reading silently, the teacher will pause, summarize what was read, think about an

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interesting part or make a connection, and identify what is confusing. And then the teacher resumes silent reading for a brief period, and then does another think-aloud. It is important to explain that this is what goes on inside the head of good reader, even though the students will be practicing out load.

In conclusion, Three-Minute-Pause Strategy is a perfect strategy, a chance for students to consolidate and clarify their emerging understanding the harder text, before you move to teach more new ideas or concepts. It's simple, straightforward, productive, efficient and instantly useful way for understanding of the harder text easily. In this study Three-Minute-Pause strategy is used for the second grade students in teaching reading comprehension.

b. Steps of Three-Minute-Pause Strategy

According to Barbara (2010) in Asty, there are some steps in using Three-Minute-Pause Strategy as explained below:

- a. The teacher selects and presents a text via a read-aloud, document camera, through a Power-point lecture and so on.
- b. Stop every so often and have the students get into partners or small groups for their Three-Minute-Pause. Use a timer to facilitate this and to also create a sense of urgency and efficiency.
- c. First, ask the students to summarize the key points presented thus far. Give them 1 minute to complete this task.

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- d. Second, ask the students to consider connection to themselves, to other texts, or to the world or society at large. Give 1 minute to complete this task.
- e. Third, ask the students to pose questions. Here are some prompts:
 - 1) Are there things that are still not clear?
 - 2) Are confusing parts?
 - 3) Are you having trouble making connection?
 - 4) Can you anticipate where we're headed?
 - 5) Can you anticipate where we're headed?
 - 6) What do you think are the big ideas?
 - 7) Give them 1 minute to complete this task.
- f. Present the next segment of information/front loading and repeat each step

In conclusion, the researcher sum up that there are some steps in teaching reading such as prepare the simple text that is related about the topic. They should have time to practice Three-Minute-Pause Strategy on short, easy passage using it with harder text. When students are ready, the teacher will assign a passage to be read. After a few paragraphs, the teacher calls for a Three-Minute-Pause Strategy. A poster or handout may be used to discuss about three steps such as: summarize what students just read, identify something interesting or make connection, and identify anything confusing. After another few paragraphs, the process is repeated.



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c. Three-Minutes-Pause Planning Guide

**Table II.1
 Three-Minutes-Pause Planning Guide**

Title of the text	
What key learning do I want students to get from this text?	1. 2. 3.
Three-Minute-Pause #1 When will you pause in the text? What will students do? What prompt will you use for this pause?	
Three-Minute-Pause #2 When will you pause in the text? What will students do? What prompt will you use for this pause?	
Three-Minute-Pause #3 When will you pause in the text? What will students do? What prompt will you use for this pause?	

(Barbara Moss and Virginia S.Loh, 2010)

b. The Advantage of Three-Minute-Pause Strategy

Three-Minute-Pause Strategy is a strategy that provides students a guiding during make clarity reading learning process in order to gain general information to detail information, so students can get an understanding of the whole text. Some benefits of Three Minute Pause strategy are as follows:

1. Allow students time to process new information and concepts during large group instruction.

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2. Provides students the opportunity to think about and relate to prior knowledge, or to clear up any misconceptions about the topic being studied
3. Improves the students' retention rate, heightens an understanding of the subject matter, and helps to promote a positive about what they are learning.
4. Moves new learning from short term memory to long-term storage.
5. Creates independent and independent learners who develop problem solving and decision making skills.
6. Provides an opportunity for students to share ideas and opinions.
7. Allows a second language learners and opportunity to translate ideas, verbalize their interpretations, and increase understanding of the concept presented.

1. Teaching Reading by Using Three-Minute-Pause Strategy

In experimental class, the students were given pre-test, treatment and post-test.

a. Pre-test

In this stage, before teacher asked students to read, the researcher gave pre-test to the students in the first meeting. The test consisted of 20 items in multiple choices. The purpose of this test was to measure the students' achievement in learning English.

b. Treatment

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Researcher applied Three-Minute-Pause Strategy in teaching process after the students did pretest. Treatment consisted of 4 meetings.

The steps of teaching reading procedures by using Three-Minute-Pause Strategy are as follows:

1. Meeting 1 and 2: teacher explains about narrative text, such as; definition of narrative text, language features and social function.
2. Meeting 3 and 4: teacher reviews Three-Minute-Pause Strategy to the students. And then teacher gives narrative text, the teacher asks the students to apply Three-Minute-Pause Strategy in reading text. The teacher gives exercise and asks the students to answer the questions by using Three-Minute-Pause Strategy.

c. Post test

After having done the treatment, the researcher gave post-test to the students. It aimed to measuring students' achievement in learning English after applying Three-Minute-Pause Strategy. Post-test consisted of 20 items in multiple choices with 4 topics.

B. Relevant Research

According to Syafi'i (2011, p. 122), relevant research is required to study some previous researches that are relevant to this research. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. There are some relevant researches which have relevancy to this research.

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1. A research was conducted by Tengku Nurhayati (2013) a collegiate State Islamic University of Sultan Syarif Kasim Riau .She conducted a research entitled “The Effect of using Three-Minute-Pause Strategy toward Reading Comprehension in Analytical Exposition Text of the Second Year Students at State Senior High School 18 Siak Regency”. From her research, there was a significant effect on students’ reading comprehension by using Three Minute Pause Strategy. Her research was aquasi experimental research, she concluded that the second hypothesis H_a was accepted. There were two classes that consisted of 40 students, 20 students of XI-1 IPS as experimental class and 20 students of XI-2 IPS as control class. She concluded that using Three Minute Pause strategy has given better effect to students’ reading comprehension at the second year student of SMAN 18 Siak Regency.
2. A research was conducted by Siti Aminah entitled “The Effect Of Three-Level-Guide Strategy On Reading Comprehension In Narrative Text of the First Grade At SMA Al-Muhsinin Rokan Hilir Regency”. The researcher found out there was a positive effect of using Three-Level-Guide Strategy on the students’ reading comprehension. The researcher took class X-2 which consisted of 38 students as a sample randomly. After analyzing the research, the researcher found the mean score pre-test was 56.57. After having implemented Three-Level-Guide strategy mean score became 69.21. The value of t-test was bigger (5.47) than value of t-table (2.021) at level 0.005. therefore, the null hypothesis was

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accepted. So, there was a significant effect of Three-Level-Guide Strategy on the Reading Comprehension of the First Grade Students at SMA Al Muhsinin Rokan Hilir Regency.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is used to clarify the theories used in the research. There are two variables used, they are variable X and variable Y. Three-Minute-Pause strategy is an independent variable known as variable X and students' reading comprehension is a dependent variable known as variable Y. the indicators are as follows:

1. Variable X : Using Three-Minute-Pause Strategy
 - a. The teacher selects and presents a text
 - b. The teacher instructs students to get into small groups
 - c. The students summarize the key points present thus far
 - d. The students add their own thoughts
 - e. The students should consider prior knowledge connection they can make to the new information.
 - f. The students pose clarifying questions:
 - 1) Are the confusing parts?
 - 2) Are you having trouble making connections?
 - 3) What do you think are the big ideas?

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2. Variable Y: Students' reading comprehension in Narrative text
 - a. The students' ability to identify the topic of Narrative text
 - b. The students' ability to identify the specific information of the Narrative text.
 - c. The students' ability to find out the communicative purpose of the Narrative text
 - d. The students' ability to identify the generic structure of the Narrative text
 - e. The students' ability to identify reference of the Narrative text

D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that there is a significant effect of Three-Minute-Pause Strategy on reading comprehension of narrative text of students at State Junior High School 13Dumai.

2. Hypothesis

Based on the assumption above, there are four hypothesis proposed:

- a. Ho: There is no significant difference of the students' reading comprehension taught by using Three-Minute-Pause Strategy between experiment class and control class.
- Ha: There is a significant difference of the students' reading comprehension taught by using Three-Minute-Pause Strategy between experimental class and control class.

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b. Ho: There is no significant difference of the students' reading comprehension taught without using Three-Minute-Pause Strategy between experiment class and control class.

Ha: There is a significant difference of the students' reading comprehension taught without using Three-Minute-Pause Strategy between experiment class and control class.

c. Ho: There is no significant difference of students' reading comprehension of narrative text taught by using Three-Minute-Pause Strategy and without using Three-Minute-Pause Strategy of the second grade students at State Junior High School 13 Dumai.

Ha: There is a significant difference of students' reading comprehension of narrative text taught by using Three-Minute-Pause Strategy and without using Three-Minute-Pause Strategy at the second grade of State Junior High School 13 Dumai.

d. Ho: There is no significant effect of students' reading comprehension of narrative text taught by using Three-Minute-Pause at the second grade of State Junior High School 13 Dumai.

Ha : There is a significant effect of students' reading comprehension of narrative text taught by using Three-Minute-Pause Strategy at the second grade of State Junior High School 13 Dumai.