CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading Comprehension

Reading is one of the most important skills in learning language. As one of the English basic skills, reading is communication process requiring a series of skills. Regarding Geoffrey Broughton, (1980, p.89) Reading is a complex skill, involves a whole series of lesser skills. Reading is also an essential skill for learners of English as a second language. For most of the learners, it is the most important skill to master not only in learning English but also in any content of the class where reading is English is required. According to Baker and Brown "reading is a complex process involving a network of cognitive actions that work together to construct meaning". It means that when the students read the text the cognitive action should work together to create the meaning and carry out information.

Reading is not only a tool for learning but also a means by which they can share the thought of others and experiences of the pleasures that it makes possible. According to Judi, (2007, p.10) "Reading is making meaning from print and from visual information." It means that, to get the knowledge requires the reader to identify the printed words and sentences. The reader will be successful in reading if they can identify the meaning word and sentences in which the sentences will obtain information.

Moreover, there are so many possibilities that reader can use to read such book or browse on the internet to find the article or journal, thesis format print media and visual media. These possibilities will give much information in several countries in the world.

Reading also needs more attention in order to give the reader a good interaction with the text to fully comprehension. If the text can be understood by the reader, the readers are able to draw conclusions from the text. Moreover, in reading, movement eyes are very important to see every word in text. It means that the reader should interaction with the text and comprehends word by word and arranged the word into sentences so that the meaning is achievement. Regarding Kalayo and Fauzan, (2007,p.114) "reading is an interactive process that goes on between the reader and the text, resulting in comprehension. In reading, the reader needs to know how to get the most important information from the written text. Here, the reader needs their brains to process the words in the text in order to generate an understanding of the text that is read.

Reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reading should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. Kligner, Vaughn, and Boardman state the reading comprehension involves much

more than reader's responses to text. They also say reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text. Nunan also states that the goal of reading is comprehension. Further, Transkerley states comprehension is the center of reading. Based on these experts' opinions, it is clear enough that reading comprehension is very complex and it has important role in reading.

In teaching learning process the key of successful in reading is comprehension, in which the comprehension will support their study especially in learning English. To comprehend English text is not easy, because English text has many unfamiliar words for the students. And not infrequently, English text is also having the same word but different meaning. This is why, when reading students have to comprehend theirs reading. So, they are able to carry out the information in text.According to Judy,(2008,p.128): In line with this quotation "successful comprehension is argumented when students have practice strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading". It is clear that comprehension need understanding, interesting with the text and the purpose for reading.

In reading, comprehension is one the most important thing. If the reader cannot understand what the text means, it is difficult to carry out information in text. In relation to statement Catherine, (2002,p.11) "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written

language. She also mentioned that comprehension entails three elements",
such as:

a. The *reader* who is doing the comprehending

> To comprehend, a reader must have a wide range of capacities and abilities, likes critical analytic ability. Motivation, likes a purpose for reading and various types of knowledge, likes vocabulary of specific comprehension strategies.

b. The *text* that is to be comprehended

> The features of text have a large effect on comprehension. It's factors depends on the difficulty or ease inherent in the text and relationship between the text and the knowledge and abilities of the reader.

c. The *activity* in which comprehension is a part.

> Activity refers to this dimension of reading. A reading activity involves one or more purposes, such as hands that help readers pointed tool for processing text, and the consequences of doing the activity.

Based on quotation above, it is clear that these factors influence the reader in understanding a text. A capability of readers like vocabulary mastery is also a very important factor, if the readers have much vocabulary it will be easier for the reader to understand the text.

In conclusion reading is one of the important skills, that can helpthe students to get new information, also growing up the knowladge about the text. In reading skill the most important thing the students must do that, and try to comprehend the text after their was readed. Because

reading is one of the communication processes requiring a series of skill. When the students read some the texts, they try to comprehend some of the texts, and also try to construct meaning . It mean that when the students read the text the cognitive action should work together to create the meaning and carry out information. The reader will be succesuful in reading, if they can identify the meaning word and sentances be information.moreover, there are so many possibilities that reader can use to read such books or brows on the internet to find the article or journal. In reading comprehension, a reading should have knowledge about understanding of the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.If the reader cannot understand what the text means, it is difficult to carry out information in text. It is mentioned that comprehension entails three elements", such as:

a. To comprehend, a reader must have a wide range of capacities and abilities

b. The features of text have a large effect on comprehension

c. Activity refers to this dimension of reading

2. **Purpose of Reading Comprehension**

Reading is an activity with a purpose that requires comprehension. According to Brown, (1994) Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. The purpose of the reading not only comprehends the text but also knows strategy or technique that is suitable of comprehending the text. According to Kalayo

& Fauzan, (2007,p.114) "the purpose for reading also determines the appropriate approach to reading comprehension". A person may read in order to gain information or improve knowledge or critique writing styles of the writer. In daily life, a person may also read for entertainments or joyfulness. Commonly, the purpose of reading are classified as follows: getting information of the text, getting specific information from the text, and reading for pleasure. The purpose of reading is to guide the readers in selecting the texts, so that the reader will find the meaning of the text.

Regarding Grebe and Stuller, (2002) there are seven purposes of reading:

a. Reading to search for simple information

b. Reading to skim quickly

c. Reading to learn from text

d. Reading to integrate information

e. Reading to write (or search for information needed for writing)

f. Reading to critique texts

g. Reading for general comprehension

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e. Reading to write (or search for information needed for writing)

f. Reading to critique texts

g. Reading for general comprehension

3. Teaching reading Comprehension

In teaching learning process, teaching reading is very important. The important point in comprehending text is related to the goal. It means that, teaching reading needs skill not only for the students but also for the teacher. If the teacher can teach the students well, the students will get better understanding. It is why teaching reading is a crucial thing to be applied not only in elementary school but also in junior and senior high school. This statement is related to Harmer, (1998,p.68) that, "reading is useful for other purpose too: any exposure in English (provide students understand it more or less) is a good thing for language students." Therefore, the teachers have an important role in teaching and learning process. In addition teacher is also required to provide an understanding of the material that will be taught to the students especially in reading.

To improve the students' reading comprehension, Barrett stated that it is designed originally to assist classroom teachers and students in developing reading comprehension. Taxonomy of reading comprehension was designed by Barrett. This taxonomy provides an orderly presentation of categories of reading comprehension: there are six type of reading comprehention process taught: a) literal; b) reorganization; c) inferential; d) A step beyond inferentail comprehension; e) evaluation; and f) appreciation (Hubsan, thom, op.cit, p.85)

a. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text. Questions of literal comprehension can be answered directly and explicitly from the text, such as asking facts, vocabulary, dates, times, and locations. It is used to make sure that students have understood the basic or surface meaning of the text.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. The students may utilize the statements of the author verbatim, or they may paraphrase or translate the author statements. It can be done by classifying, outlining, summarizing, and synthesizing them.

c. Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and

intuitions. They may infer supporting details, main ideas, sequence, comparisons, cause and effect relationships, characters traits, predicted outcomes, and figurative language (meaning inferred)

d. A step beyond inferential comprehension is meta cognition. Meta cognition involves thinking about one's own thinking or controlling one's learning and processes will helps the students to eliminate road blocks that interrupt comprehension and to refreshing on what they have learned and what they want to learn next.

e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text. Evaluative thinking may be demonstrated by asking them to make judgments, such as reality or fantasy fact or opinion; adequacy or validity; appropriateness; worth, desirability, and acceptability. They may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with internal criteria provided by the students' experiences, knowledge, or values.

f. Appreciation (Affective Domain)

Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no answers are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material

In teaching learning process, teaching reading is very important. It means that, teaching reading needs skill not only for the students but also for the teacher. If the teacher can teach the students well, the students will get better understanding. The teachers have an important role in teaching and learning porcess. In addition teacher is also requied to provide an understanding of the meterial that will be taught to students especially in reading. there are six types of comprehension processes are taught:

1. Literal comprehension is defined to take the details of the text and recognizing the author's purpose.

2. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

3. Inferential comprehension requires students to create meaning from the text.

4. A step beyond inferential comprehension is meta cognition. Meta cognition involves thinking about one's own thinking, that interrupt comprehension and to refreshing on what they have learned and what they want to learn next.

5. Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text.

6. Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers.

4. Types of Reading

Reading is not only the process to read the words, sentences or text, but also by reading the reader intends. to get something from the reading meterials. By having a good skill in reading , we can enlarge our knowladge and get a lot of adventages from it. Brown also says that, there are two types of reading:

a. Oral

For beginning and intermediate levels, teacher should have reason to ask the students to read orally. For this level, oral reading as an evaluation to check on bottom-up processing skill for the students, to check their pronunciation, and to add some extra students' participation if the teacher wants to highlight a certain short segment of a reading passage.

For advance levels, oral reading can be gained usually only to add some extra students participation if the teacher want to highlight a certain short segment of a reading passage.

b. Silent

Silent reading is divided into two categories, that are intensive and extensive reading:

1) Intensive

Intensive reading is the activity focus on the linguistic or semantic details of a passage and students' attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implications, and rhetorical relationship.

2) Extensive

Douglas Brown, (1994, P.291) 'Extensive reading is a process to carry out the achievement of a general understanding of a text. In extensive reading, sometimes involves skimming and scanning as strategies for gaining the general sense of a text'.

In Conclusion oral the teacher should have reason to ask the students to read orally. For this level, oral reading as an evaluation to check on bottom-up porcessing skill for the students, to check their pronounciation. If the teacher wants to hightlight a certain short segment of a reading passage. In silent reading divided into two categorize, that is intensive and extensive reading: Intensive reading is the activity focus on the linguistic or semantic details of a passage, and other surface structure details for the purpose of understanding literal meaning, implications, and rhetorical relationship. Extensive reading, sometimes involves skimming and scanning as strategies for gaining the general sense of a text.

5. Assessing Reading Comprehension

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003) the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the Islamic Junior High School students. They are:

a. **Multiple-Choice**

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. **Matching Tasks**

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. **Editing Tasks**

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. **Picture-Cued Tasks**

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. **Gap-Filling Tasks (Fill in the Blank)**

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose is to make it easier to be administered and can be scored quickly, so that the writer used it in assessing the students' reading comprehension of the elevant grade students as State Senior High School 1 Kampar Regency.

6. Report Text

Report is a text which presents information about something. It is as a result of systematic observation and analysis. A report text is a kind of text to classify and describe the way of things are, with reference to a range of natural, manmade and social phenomena in the environment. Writing a report text is activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the readers. Report text is an expository writing categorized as nonfiction writing that describes information. Susilohadi says that report text is a text that classifies or describes something in general. Reports begin with a general statement which introduces the topic. According to Grenville, a report text may ask for straight information, arranged in some logical orders and to discuss different points of view about a subject: to present one side, then the other and finally come down on one side. Besides, it may ask to compare or contrast several different things.

Information in report text is obtained after the author did some researches and investigation from a trusted source. Report text is characterized by its own grammar, Generally is report text using the simple present in the form of an explanation because the information is general and applicable information at any time.

Many people equate the report text with descriptive text. Indeed, both when viewed a glance almost the same. If a descriptive text contains

depictions of objects or situations as they are, the text report containing complete information (not just depiction) of the object or situation; while the information is obtained through the process of investigation first.

Report text is more scientific than the descriptive text. in outline, the report text consists of two core parts, namely:

a. General classification, which is a general statement (focus) on the subject of the report and a description and classification.

b. Description, which is a further elaboration of the general classification. Presented in this section comes deeper and supporting facts.

The characteristics of Report Text are:

1. Using sentence patterns Simple Present Tense

2. Using a common noun(general nouns)

3. Using verbs that are interconnected (relating verbs)

4. Consists of an object about the object plus other natural.

Example of report text about the animals

General classification Example	**Report text about Elephent**	
Elephant is the largest and strongest animals which live in land.	Common noun	→ An elephant is the largest and strongest animals which live in land. It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

Description		
example It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk.	Simple present	→ The trunk is the elephant's peculiar feature and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other word, their trunks serve the elephant as long arm and hand. An elephant looks very clumsy and heavy but an elephant can move very quickly.
	General classification	→ The elephant is considered to be an intelligent animal. Its intelligence combined with its great strength make an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting.

In Conclusion Report text is an expository writing categorized as nonfiction writing that describes information. Writing a report text is activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the readers. Information in report text is obtained after the author did some researches and investigation from a trusted source.Generally is report text using the simple present in the form of an explanation because the information is general and applicable information at any time. Report text is more scientific than the descriptive text in outline, the report text consists of two core parts, namely:

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b. Description, which is a further elaboration of the general classification. Presented in this section comes deeper and supporting facts

c. TheNatureof 3-2-1 Strategy towards students' reading comprehension.

The teacher need to apply the appropriate strategy to ease the students in comprehending the text. In this case the writer suggests a reading comprehension strategy to make students understand about the text. The name of this strategy is 3-2-1 strategy.

the 3-2-1 strategy is a multi-strategy because it involves more than one strategy. this strategy also includes monitoring comprehension strategy, in which students summarize the main ideas of the text, find the two most important ideas, share with thier classmates. Finally, the 3 reading strategy involves training studentts on recalling what was read by summarizing the three most important points in the text.

The purpose of 3-2-1 strategy is to facilitate active interaction with a text. Student have to decide what the main poin are. Then, students can compare what the other students thought was interesting. Questions allow students to clarify meaning, or reinforce factual knowledge. Written summaries make student reconstruct the information.(Ahmed Alsamadani, 2011,p.186)

On the other words, 3-2-1 strategy gives students a chance to summarize some key ideas, rethink them in oder to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Rick believes that this strategy is versatile and relativly quick. Students can use the 3-2-1 strategy either while or after reading a textbook, a novel,anarticle, or other instructional text. Students fill out a 3-2-1 chart with something like this:(Ahmed Alsamadani, 2011,p.186)

3	**Things your found out**
2	**Interesting thing**
1	**Question you still have**

a. The students must discover three items in the text

   During this step, students summarize three different major points or details they found while reading the passage. Here, students need to pay particular attention to what they read by identifying key facts of the text by writing and explaining meaning in their own words.

b. Students are asked to share two interesting iterms.

   This step sets the limit at two items to teach students how to summarize and then pick the most interesting thing that they found in the text.

c. Students write one question about the text.

   Students can ask factual question, clarify their understanding of the sequence of events, and verify their general understanding of the reading. (Ahmed Alsamadani, 2011,p.186)

   In Conclusion The teacher need to apply the appropriate strategy to ease the students in comprehending the text. In this case the writer suggests a reading comprehension strategy to make students understand about the text. The name of this strategy is 3-2-1 strategy. the 3-2-1 strategy is a multi-strategy because it involves more than one strategy. this strategy also includes monitoring comprehension strategy, in which students summarize the main ideas of the text,. The purpose of 3-2-1 strategy is to facilitate active interaction with a text. Student have to decide what the main poin are. Then, students can compare what the other students thought was interesting. The

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B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous reasearches conducted by other researcher in which they are relevant to our research. Beside, we have to analyze the relevent research and findings on reading, there was alot of investegation that had been done by many researchers.

The following are some relevant researches to this research project:

1. Hashem Ahmed Alsamadani, an assistant professor of TESOL,College of Education in Um-Alqura University, conducted aquasi experimental study entitled 'The effect of using 3-2-1 reading strategy on EFL reading comprehension'. This study was done in 2011. The purpose of this study aimed at testing the effect of training saudi EFL students in using 3-2-1 strategy on their EFL reading comprehension. The study revealed that at the end of the six-week instuction, there was a significant statistical difference in reading comprehension between two qroups. The study concluded with recommendations for training EFL students and teachers on using different comprehension strategies, especailly for those into had

proven to be effective in gaining reading comprehension such as the 3-2-1 strategy.

2. One of the relevant researches is from Riduan Alfan.He conducted the research to find the effect of using 5-4-3-2-1 Organize Strategy toward students comprehension in reading report text at Al Islamic Senior High School Hasanah Pekanbaru. It was an experimental research. This research was conducted from October to November 2011. In his research, he found that the posttest on control class was 2. 18 and posttest on experimental class was 12.86 In conclusion, there was a significant effect of using 5-4-3-2-1 Organize Strategy toward students' comprehension in reading report text at Al islamic Senior High School Hasanah Pekanbaru.

Futhermore, the writer also conducted a quasi experimental research entitled 'The Effect of Using 3-2-1 strategy on Reading Comprehension in Report text of the Second year Students at state Senior High School 1 kampar'. This research aimed at finding out whather there is a significant effect of using 3-2-1 strategy on students' reading comprehension in report text.

C. Operational concept

Operational concept is the concept to clarify the theories used in this research in order to aviod misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. As mentioned by Syafi'i that all ralated theoretical frameworks can be operated in the operational concept.

There are two variaables used in this research. There are variable X that refers to the effect of 3-2-1 strategy and variable Y that refers to the students' comprehension in reading report text. Therefore , variable X is the independent variable and Y is as the dependent variable.

The indicatores of 3,2,1 strategy are as follows:

1. Teacher writes the topic of the article on the board. Then teacher asks students to share what they already know about this topic.

2. Teacher passes out a copy of the article selected to each student.

3. Teacher has student become volunteers to read parts of the article aloud to the class.

4. After students read the text, teacher tells the students that they are going to use 3-2-1 strategy to ease them to understand the text.

5. Teacher asks students to write " 3 thing they found". Next teacher writes this heading on the board and ask students to go back through the text and underline or highlight three things they discovered.

6. Teacher asks student to write " two interesting things." Teacher uses the similar appoach as in the frist step

7. Last, the teacher asks the students to think of one question which relates to the topic.

The indicators of reading comprehension on report text are as follows:

1. Students' ability to idintify the factual information on report text.

2. Students' ability to identify the main idea on report text.

3. Students' ability to identify the meaning of vocabulary in context on report text.

4. Students' ability to identify the references on report text.

5. Students' ability to identify the inferencein on report text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the better 3-2-1 strategy is applied in teaching reading comprehention on report text of the Second Year at State Senior High School 1 Kampar, the better students' reading comprehension on report text.

2. Hypthesis

Based on the assumption above, hypothesis for this research can be formulated as follows:

a. The Alternative Hypothesis (Ha)

There is a significant difference of students' reading comprehension on report text between those who are taught by using 3-2-1 strategy and taught without using it at state Senior High School 1 Kampar Reqency.

b. The null Hypothesis (Ho)

There is no significant difference of students' reading comprehension on report text between thosewho are taught by using 3-2-1 strategy and taught without using it at state Senior High School 1 Kampar Regency.