

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical of Reading Comprehension

1. Concept of Reading Comprehension

Reading is one of the most important skills in learning language beside listening, speaking, and writing. In this case, the researcher can see that reading is very important skill that has to be learned. There are many definitions of reading given by experts. According to Lems (2010, p. 33), reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge. In addition, Judi (2007, p. 10) say that "Reading is making meaning from print and from visual information".

According to Saputra (2014, p. 87), reading comprehension is one of the basic skills to be acquired during the language skills (reading, listening, speaking, and writing). According to Klinger, Vaughan, and Boardman (2007, p. 8), reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Klinger (2007, p. 12) also says reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency and then according to Westwood (2008, p. 31), reading comprehension can be defined as an active thinking process through which a

reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. According to Wooley (2011, p. 15), reading comprehension is the process of making meaning from text. Duffy (2009, p. 14) stated that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word so the reader uses the words in the text to build a meaning consistent with their past experience with these words. It means that to comprehend the text, the reader involves their prior knowledge and strategy that they used to get the meaning of the text. In line with the experts' statement above, in catching the point what the writer conveys of the text is by comprehending everything that contains in the text.

In brief, reading comprehension is the information or message that the reader gets from what text they read and will make a connection between their background knowledge and the new information from the text.

2. Category of Reading Comprehension

Brown (2003, p. 187-188) states there are two categories of reading comprehension as follows:

a. Microskills for reading comprehension:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.

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- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.

b. Macroskills for reading comprehension

- 1) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 2) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 3) Recognize the communicative functions of written texts, according to form and purpose.
- 4) Infer context that is not explicit by using background knowledge.
- 5) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 6) Distinguish between literal and implied meaning.
- 7) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- 8) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

3. Component of Reading Comprehension

There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998, p. 331) state that there are five components that may help to read carefully. First, Finding factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of question: reason, purpose, comparison, etc in which the answer can be found in the text.

Second, Finding main idea According to Elizabeth Chealse (2001, p. 16), the main idea is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Main ideas are often stated in topic sentences. In longer texts, each paragraph has a main idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the common place of main idea and the clues that each offers the reader about paragraph development and organization are

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discussed. Sometimes, the main idea of the paragraph that we can find is in the first sentence, last sentence, middle sentence or in the first and last sentence.

Then, Identifying the topic; according to Katheleen (1992, p. 168), a paragraph can be defined as a group of related ideas. The sentences relate to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

Next, Finding the meaning of vocabulary according to Katheleen (1992, p. 324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

The last, identifying reference is the relationship which holds between word and things: words refer to things. This reference can help the reader understand the reading passage. In conclusion, reading comprehension is the ability to read the text and understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.



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4. The Concept of Narrative Text

a. The Definition of Narrative Text

According to Syafi'i (2014, p. 51), narrative is the type of text that tells the true story or fiction that gives one account of one or more experiences. It means that narrative text is the text that tells a story of events that have already happened. In addition, According to Jack C. Richards and Richard Schmidt (2010, p. 384), narrative is the written or oral account of a real or fictional story; the genre structure underlying stories. Narrative text has a social purpose. According to Artono (2008, p. 93), the social purpose of narrative text is to entertain the readers. It means that narrative text wants to give entertainment to the reader in order to make them enjoy reading. Besides, it also gives motivation and message or moral value to the readers.

Based on the definition above, the researcher concludes that Narrative text tells about events in past time and an activity that the students do in expressing their ideas to entertain or amuse the readers.

b. The Generic Structure of Narrative Text

Narrative text consists of the generic structures. Artono (2008, p. 98) the first, Orientation is about the opening paragraph where the characters of the story are introduced. The second, complication is the problems in the story developed and the last resolution is the problems in the story that is solved.

Narrative text has three generic structures, they are orientation, it is introducing the characters of the story, the time and place the story



happened. (who/what,when, and where), complication is the series of events and the last resolution is ending of the story.

c. The Language Features of Narrative Text

The language features of narrative text are Specific participants: often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic. The second, past tense is used to describe an event that happened andended in the past. Artono (2008, p. 95). The third, words give details of people, animals, places, things, and actions, such as adjective and adverbs and the last connectors of time such as last week, then, etc.

5. Assessment of Reading Comprehension in Narrative Text

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires etc. Richards & Schmidt, (2010 p. 35) . According to Brown (2003, p. 4), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Junior High School students, Brown (2003, p. 194) mentioned some possible activities which can be done in term of selective reading, they are:

a. Multiple Choice (For from Focused Criteria)

This technique is designed by using for options and the respondent will choose one as the correct answer.

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b. Matching Tasks

At this selective level of reading, the test taker's task is simply to respond correctly, which makes matching an appropriate format.

c. Editing Tasks

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

d. Picture – Cued Tasks

Task-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

e. Gap – Filling Tasks

An extension of simple gap-filling task is to create sentence to complete items where test-takers read part of a sentence and then complete it by writing a phrase.

Based on explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this study, researcher used multiple choice in assessing students' reading comprehension. this research needs indicators. The indicators are also as the guidance for teacher and students about what aspects should be reached. According to Barret (2012), there are some indicators for reading comprehension, they are:

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- a. The students are able to identify the main idea of narrative text.

Main idea is what the writer wants to say about the subject. Main ideas are often stated in topic sentence. Syafi'i (2011 p. 3) stated that topic sentence is the most general statement of the paragraph Main idea can be found in a paragraph or in a whole passage.

- b. The students are able to identify the generic structure of narrative text.

Generic structure refers to text structure. Lems (2010 p.180) stated that text structure refers to how different kind of writing can be organized. The particular text has its own generic structure. Narrative text consists of orientation, complication, and resolution.

- c. The students are able to analyze the meaning of certain words in narrative text.

It means that the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

- d. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story in narrative text.

- e. The students are able to make reference of narrative text.

Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passages.



In the research, there are some indicators that should be known by readers to understand narrative text, based on the syllabus of State Junior High School 1 Peranap, here are the indicators of Narrative Text:

- a. The students' ability to identify main topic of texts
- b. The students' ability to identify specific information of texts
- c. The students' ability to identify generic structure of texts
- d. The students' ability to identify language features of texts
- e. The students' ability to identify communicative purpose of texts

6. The Factor Influences Students' Reading Comprehension in Narrative Text

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors affecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depend on the certain activity of the reader him/self. Westwood (2008 p.34) state there are eight factors that may influence the comprehension. They are as follows :

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.

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h. Problems in recalling information after reading.

To comprehend, reader must use information, they already posses to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of the new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Being successful in comprehending a text can be caused by inside or outside factor of the reader. Factors that affect reader's comprehension fall into the following factors:

a. Inside the Reader

The point consists of background that contains knowledge (content and vocabulary), text knowledge (concepts about print, text structure and surface features), metacognitive strategy knowledge (before reading, during reading and after reading) and affective (motivation, interest, skill)

b. Inside the Text

This refers to linguistic complexity (syntax and semantic) and text structure which is commonly included in text readability.

7. The Concept of Using 3 H (Here, Hidden, In My Head) Strategy

a. The Definition of 3 H (Here, Hidden, In My Head) Strategy

In teaching reading, the teacher can use many strategies in order to make the students interested in learning it. One of them strategies is 3 H Strategy. 3H (here, hidden, in my head) strategy is a strategy that helps teacher in teaching reading, especially for teaching narrative text. According



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to Graham and Wong (1993, p. 270), 3H (here, hidden, in my head) Strategy is the self-questions focused students' attention on the task, provided a basis for decision making concerning the categorization of comprehension test questions, and reminded students to check their answers. They also say 3H (here, hidden, in my head) Strategy is an example of a QAR strategy with mnemonic and metacognitive features.(2008, p. 188).

According to Konza (2001, p. 6), This strategy moves students through stages from literal to deductive questions. Here questions are literal questions, the answers to which are apparent in the text. A Hidden question combines information given in different parts of the text to come to the correct answer and the last Questions that require students to use prior knowledge to decide, predict, or deduce are Head questions. This strategy relies on the teacher being able to devise questions at the different levels and to use them to extend students' thinking. The teacher should demonstrate the process of using each strategy, using "think aloud" strategies to model how each question may be approached.

The teacher constructs the question into three types, they are: here, hidden and in my head. The first cue in this strategy, here, indicates that the answer of this type of this question can be found in text that is stated explicitly. It is here in one sentence in the text. The second cue, hidden, indicates that the answer is implicit in the text. It is found by joining together information from two or more places in the text or from information from the text and what student already knows. The last cue, head, indicates that the answer requires the reader to use their background knowledge about the topic being discussed.

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3 H (Here, Hidden, in my Head) Strategy is a strategy which the classroom activity is based on the question raised by the teacher and expected to be answered by the students. The purpose of this strategy is to teach the students where the answer to their question can be found. An answer is either explicitly stated in the text (here on the page), implied in the text and can be deduced if the reader uses some information given on the page and combines it with prior knowledge (hidden), or not on the page but already on the student's background knowledge (in the learner's head). Westwood (2001, p.61). This strategy can improve reading comprehension and increase children's meta cognitive related to the comprehension task. In this strategy teacher teaches how to answer the question which is the answer is explicit and implicit in the passage. In this strategy students have to be active and able to answer and develop answer from explicit text, implicit text, and implicit script by using their own knowledge. And then the purpose of this strategy is to teach students where answers to specific questions may be found.

According to Westwood (2001, p. 61), H (here, hidden, in my head) is Here is the answer either explicitly stated in the text, Hidden is implied in the text, can be inferred if the reader thinks carefully about some information on the page and it is implied in the text that can be inferred if the reader thinks carefully about some information on the page, In My Head information is not on the page but it is already in the student's prior knowledge. And then the purpose of this strategy is to teach students where answers to specific questions may be found. In addition, Westwood (2008, p. 46) noted that the 3H strategy helps students appreciate that answers to

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questions are not necessarily stated explicitly within a text, and that often one must think carefully and go beyond the words.

In teaching the 3H strategy, students are cued to use appropriate text-based or knowledge-based information to answer questions. They are also taught to use self-questioning to help focus their own attention on selecting appropriate information and to monitor their own understanding. The instruction of the 3H strategy compares self-instructional training to more traditional teaching of a question-answer strategy. Their results indicate instructing students with learning disabilities to ask themselves to focus on questions as strategy to guide. Rereading was more effective and resulted in substantially better maintenance of learning. The 3H strategy helps students appreciate that answers to questions are not necessarily stated explicitly within a text and that often one must think carefully and go beyond the words. In conclusion, 3H (here, hidden, in my head) strategy helps the students comprehend the text so that they can answer the question related to the text.

In 3H strategy there are some procedures that students do in reading text in order that student comprehend about the text and find the answer of question that is related to the text. According to Westwood (2001: 62), there are three ways to find the answer. First on the page (here). It means that the answer in the page. Second, information given on the page combines it with students' prior knowledge (in the students' head). According to Westwood (2001), eight steps in the 3H strategy are:

- 1) Teacher poses a question related to the text.



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- 2) Teacher demonstrates (by ‘thinking aloud’) how to locate relevant information on the page (*here*).
- 3) Students practice this step to find answers to additional questions, with feedback from the teacher.
- 4) Teacher demonstrates the second possibility, using information on the page to infer or predict a possible answer (*hidden*).
- 5) Students practice step 1 and step 2 together with guidance and feedback.
- 6) Teacher demonstrates the third possibility, namely that the answer is not here or hidden but must be located from sources outside the text, for example from what a student already knows.
- 7) Students practice step 1, step 2 and step 3 with guidance and feedback.
- 8) Over the following lessons, the strategy is reviewed and used again on a variety of text types.

b. Advantages of 3 H (here, hidden, in my head) Strategy

According to Westwood (2001, p.61), there are some advantages of 3 H Strategy, such as:

- 1) This strategy can help the students to improve their reading comprehension
- 2) This strategy can increase the students’ meta cognitive functioning related to the comprehension task
- 3) Students are involved directly in learning process
- 4) There is interaction between teacher and students
- 5) Students become more independent



6) Learning activities are more pleasant.

Beside that, according to Angraeni (2014, p.4), there are some another advantages of 3 H (Here, Hidden, in my Head) stategy, such as:

- 1) 3 H helps students to gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels.
- 2) 3 H also helps the students to understand some types of the question and find the locations of the answer.
- 3) The students can become more skillful in figuring out the answer in the text or creating the answer by their own. In addition, this strategy can encourage students to monitor their own understanding about reading.
- 4) This strategy can lead the students to get a better result in a reading test and certainly have a better reading comprehension.

In conclusion, 3H (here, hidden, in my head) strategy is students can answer the comprehension questions more easily or minimize their mistakes. This strategy helps students to gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels. It also helps them to understand some types of the question and find the locations of the answer. They can become more skillful in figuring out the answer in the text or creating the answer by their own. In addition, this strategy can encourage students to monitor their own understanding about the reading.

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8. Teaching Reading Comprehension by using 3 H (here, hidden, in my head) Strategy

3H strategy has certain procedures in its implementation in teaching reading a story or narrative text. According to Westwood (2001 p.61), the complete procedures in teaching reading by using 3H strategy are as follows :

- a. Teacher poses a question
- b. Teacher demonstrates how to locate relevant information of the text (here).
- c. The teacher asks the students to practice to find the answer to additional questions.
- d. The teacher demonstrates the Hidden strategy to predict a possible answer.
- e. The teacher asks the students to practice here and hidden strategy together
- f. The teacher demonstrates the in my Head strategy.
- g. The teacher asks the students to practice to find Here, Hidden, and in my Head strategy and feedback together.(students and teacher).

Using 3 H (Here, Hidden, in my Head) Strategy will help students appreciate that answers to questions are not necessarily stated explicitly within a text, and that often one must think carefully and go beyond the words.

Based on the statements above, the researcher concludes that 3H (Here, Hidden, in my Head) Strategy will make the students easy in reading comprehension.

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B. Relevant Research

According to Syafi'i (2014, p. 103), a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches concerning reading comprehension:

1. Angreni (2014) conducted a research entitled "Teaching reading comprehension by using 3H (Here, Hidden, in my Head) to the Eight grade students of SMP Negeri 2 Pontianak in the academic year 2013/2014. In this research, researcher used a quasi-experimental research with the non-equivalent control group design. The similarity between her research and the researcher's is the strategy which is used "3H (Here, Hidden, in my Head)". The difference between her research and the researcher in grade and location of the research. Beside that, her research used essay test that consisted of twenty items while the present research used multiple choice test that consisted of twenty five test items.
2. Riyani (2015) conducted a research entitled "Teaching narrative reading text by using 3H (Here, Hidden, in my Head) Strategy to the tenth grade students of Senior High School of Arinda Palembang in the academic year of 2014/2015. In this research, the writer used a quasi-experimental design. The instruments used in collecting the data were written test, and interview. The similarity between her research and the researcher's is strategy which is used "3H (Here, Hidden, in my Head)". The difference

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between her research and the present research is grade and location of the research.

C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Syafi'i (2014, p. 103) said that operational concept is derived related to theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. 3 H (Here, Hidden, In my Head) Strategy is an independent variable (X) and reading comprehension is a dependent variable (Y).

The indicators of using 3 H (Here, Hidden, In my Head) Strategy (variable X) are:

1. Teacher poses a question
2. Teacher demonstrates how to locate relevant information of the text (here).
3. The teacher asks the students to practice to find the answer to additional questions.
4. The teacher demonstrates the Hidden strategy to predict a possible answer.
5. The teacher asks the students to practice here and hidden strategy together
6. The teacher demonstrates the in my Head strategy.



7. The teacher asks the students to practice to find Here, Hidden, and in my Head strategy and feedback together.(students and teacher).

The indicators of Students' Reading Comprehension in narrative text (Variable Y) are seen as follows :

1. Students' ability to identify the main topic of narrative text
2. Students' ability to identify the specific information of narrative text
3. Students' ability to identify generic structure of narrative text.
4. Students' ability to identify language features of narrative text.
5. Students' ability to identify communicative purpose of narrative text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumed that the better using 3H (Here, Hidden, in my Head) Strategy in teaching English especially in reading comprehension is the better achievement in reading comprehension at the second year of SMPN 1 Peranap Indragiri Hulu will be.

2. Hypothesis

H_0 : There is no significant difference of students' reading comprehension between those who are taught by using 3H (Here, Hidden, in my Head) Strategy and those who are not taught by using 3H (here, hidden, in my head) Strategy at the second year of State Junior High School 1 Peranap Indragiri Hulu.

H_a : There is a significant difference of students' reading comprehension between those who are taught by using 3H (Here,

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Hidden, in my Head) Strategy and those who are not taught by using 3H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indragiri Hulu

H_0 : There is no the magnitude significant effect of teaching English using 3H (Here, Hidden, in my Head) Strategy on students' reading comprehension at the second year of State Junior High School 1 Peranap Indragiri Hulu.

H_a : There is a the magnitude significant effect of teaching English using 3H (Here, Hidden, in my Head) Strategy on students' reading comprehension at the second year of State Junior High School 1 Peranap Indragiri Hulu