

CHAPTER II

THEORETICAL FOUNDATION

A. Reading

1. The Definition of Reading

Reading is one of the most important English skills to be mastered. Reading is a process done by the reader to get a message or information conveyed by the writer in a reading text. That is similar with the definition given by Ann Browne, she defines that:

Reading is a subtle and complex process that involves relationship between the text and the reader. The text contains information that can be understood by readers who use their skills and experience to do far more than translate written words into oral language equivalents as they engage with the text, construct meanings and explore the message.¹

Many definitions are given to the term “Reading”. Frank Smith, states that “Reading is extracting information from print. The meaning of the word reading in all these senses depends on everything that is going on, not just on what is being read, but on why a particular reader is reading.”² It means that reading is how the reader constructs the meaning from the text they read.

According to Grellet,
Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions and constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to

¹ Ann Browne, *A Practical Guide to Teaching Reading in the Early Years* (California: Paul Chapman Publishing, 1998),7.

² Frank Smith, *Understanding Reading: A Psycholinguistics Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates , 2004), 179-180.

understand unknown elements, whether these are ideas or simple words.³

Reading is an active process which involves the interaction between the reader's background knowledge and what they read to make the students easier to understand the text.

Based on the definition above, it can be concluded that, reading can be defined as the process of extracting the information actively from the text in order to obtain some information from what they read in which in that process, the reader should connect what they have already known with what is being read to create better understanding of the text.

2. The Purpose of Reading

In reading, the reader should have a purpose, because with reading purpose, the reader will be more understand the text they read. According to Naf'an and Miftahul Rachmat, there are four purposes of reading, namely:⁴

a. Reading for pleasure

To follow narrative and to enjoy the 'sound' and the rytme of a literary text.

b. Reading for general impression

To gain an idea of the writer's viewpoints, to gain an overall impression of the 'tone' of a text and to decide whether or not to read the text.

³ Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise* (New York: Cambridge University Press, 1981), 7-8.

⁴ Naf'an Tarihoran and Miftahul Rachmat, *Basic Reading Skills*, 6-7.

c. Reading for organizing reading and study

To identify the important content of a text, to answer a specific questions and to decide which section of a text to start studying.

d. Reading for learning content or procedure

To gain an understanding of a new concepts, to learn certain facts from a text, and to follow instructions.

As what has been mentioned before, it can be concluded that generally, the purpose of reading are to obtain information, to learn new information and to synthesize information. Someone who reads with a certain purpose will indicate that reading activity which has been done is not useless, because they get the information from the text as a result

3. The Types of Reading

According to Francoise Grellet, there are four types of reading, namely: ⁵

- a. Skimming is quickly running one's eyes over a text to get the gist of it. It means that skimming is building a simple quick understanding of the text.
- b. Scanning is quickly going through a text to find a particular piece of information. It means that scanning is identifying specific graphic form of the text and helps the students to search specific information quickly.
- c. Extensive Reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. It means that in extensive reading, the reader deals

⁵ Francoise Grellet, *Developing Reading Skills*, 4.

with a longer text which requires the ability to understand the whole information of the text.

- d. Intensive reading is reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail. It means that in intensive reading, the reader tries to absorb all the information of the text.

B. Reading Comprehension

1. Definition of Comprehension

Comprehension is the main purpose of reading. Sharon Vaughn and Sylvia state that “Comprehension is the active process of constructing meaning from text, it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.”⁶

Comprehension is the process of making meaning of the word or sentences in the text and connected the text with the knowledge. That is similar with the definition given by Sharon and Sylvia, they defined comprehension as the process of making sense of words, sentences and connected text in understanding.⁷

Meanwhile, according to Danielle, “Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.”⁸

⁶ Sharon Vaughn and Sylvia Linan-Thompson, *Research Based Methods of Reading Instruction Grades K-3* (United States of America: ASDC, 2007), 113.

⁷ Sharon Vaughn and Sylvia Linan-Thompson, *Research Based Methods of Reading Instruction Grades K-4* (United States of America: ASDC, 2004), 98-99.

⁸ Danielle S. McNamara, *Reading comprehension Strategies: Theories, Interventions, and Technologies* (New York: Lawrence Erlbaum Associates, 2006), 4.

Based on the definitions above, it can be concluded that comprehension is an active process done by the reader to gain an understanding from the text by making meaning from the text and combining it with what the reader already known to get new information and knowledge.

2. Definition of Reading Comprehension

Reading becomes one of skills in English which is very important to be mastered, because if the reader who reads is only for read without trying to gain an understanding, then the reading activity can be said to be useless, because it does not acquire knowledge or information of the text. That is the reason that the main purpose of reading is to comprehend a text. This is similar with the opinion of William Grabe, he defines that “Reading as a comprehending process.”⁹

According to Gordon, “Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.”¹⁰ It means that when we read, we should be able to use many abilities to gain an understanding such as by making connection between the text and our prior knowledge.

Meanwhile, according to Klingner “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and

⁹ William Grabe, *Reading in a second language*, 4.

¹⁰ Gordon Wainwright, *How to Read Faster and Recall More learn the art of speed reading with maximum recall* (Oxford: How to books, 2007), 35.

fluency.”¹¹ It means that reading as the process of making connection between the word in reading text and the reader’s knowledge about the word itself in making meaning from the text.

Based on all the explanation above, it can be concluded that reading comprehension is complex process of understanding and getting meaning from the text, in which in the process the reader makes interaction between their knowledge and what they read. And, in reading comprehension the reading process is emphasized to the understanding the reading content. So, the reader should be able to understand the words, sentence and connected text with their knowledge to obtain the information.

3. Reading Comprehension Strategies

There are some instructional recommendations for reading comprehension, namely:¹²

a. Activating background knowledge

Effective meaning instruction is enhanced by the amount of knowledge the reader already has know about the topic.

b. Question answering

Students answer question posed by the teacher and receive immediate feedback.

¹¹Janette K. Klingner,, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), 2.

¹² Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett and Authors, *From Principles of Learning Strategies for Instruction*. (United States of America: Springer, 2005), 35-38.

c. Self questioning

Students ask themselves questions about various aspects of an informational text or story.

d. Searching

Students are taught how to search information in the text.

e. Explanation and elaborative interrogation

Students are taught to explain information to themselves and others and ask *why* question about text material.

f. Summarizing

Students are taught to integrate ideas and generalize from the text information.

g. Using graphic and semantic organizer

Students make graphic representation of material.

h. Teaching story grammar

Students learn how to use the structure of the story texts (moral, plot, obstacles, etc.) as a means of helping them recall story content in narrative.

Based on the all reading comprehension strategies above, it can be concluded that reading comprehension strategies is a way that can be used to improve the ability of reading comprehension. By using reading comprehension strategies will help the students in making connection between the text they read and their knowledge and help the students to achieve their purpose of reading.

C. Report Text

There are many text types in English, but based on the background of the research the writer needs to limit the problem in order to have

distractive focus. In this research the problem is limited on the effectiveness of the 3-2-1 strategy towards students' reading comprehension ability on report text at the eleventh grade students of SMAN 5 Kota Serang

1. Definition of Report Text

As we know, we are often found some text in daily life. Text is words which are put together in order to communicate a meaning. It can be in the oral form or written form. There are some types of text in English which has to be mastered by the students in Senior High School, they are: report, narrative, analytical and hortatory exposition, news item, anecdote, explanation, and discussion text.

According to Mark and Kathy Anderson, report text is a piece of text that presents information about a subject. A report text usually contains facts about subject, a description and information on its parts, behavior and qualities.¹³ Meanwhile, a report describes the way things are. a report also refers to a range of natural or man-made and social phenomena in our environment. It means that report text is a text that describes something in general and presents only the facts.

2. The Purpose of Report text

According to Mark and Kathy Anderson, there are two purposes of report text, they are:¹⁴

a. To Classify

The reader can read the report text for classifying something.

Report text itself can classify many things. They are about

¹³ Mark Anderson and Kathy Anderson, *Text Types in English 2* (New York: Macmillan, 1997), 86.

¹⁴ Mark Anderson and Kathy Anderson, *Text Types in English 2*, 4.

something, natural phenomenon, animal, plants, human, social phenomenon, and so on which can be found in our environment.

b. To describe

In report text, the things will be described generally. That makes report text different with descriptive text.

3. Features of Report Text

a. Constructing report text

The steps for constructing report text are:¹⁵

- 1) A general opening statement that introduce the subject of the report. It can conclude short description and a definition.
- 2) A series of paragraphs about the subject. Usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- 3) A conclusion that summarizes the information presented and signals the end of the report.

b. Language Features of Report Text

The language features usually found in report text are:¹⁶

- 1) Technical language related to the subject
- 2) Generalized terms
- 3) Use of the timeless present tense.

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, 88.

¹⁶ Mark Anderson and Kathy Anderson, *Text Types in English 2*, 88.

This is an example of report text

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its head, broad head. The skin is smooth and shiny and beneath it lies a layer of flat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

D. Teaching Reading in Senior High School

According Alan Crawford, E. Wendy Saul, Samuel Mathews, and James Makinster, "Teaching is more than a set of methods. Teaching well mean addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting."¹⁷

Teaching reading means that teach the students to read. Teaching reading is a set of teaching activity done by the teacher to improve students' skill in reading. In reading a text, the students are expected to able to gain information and knowledge from the text. The students'

¹⁷ Alan Crawford, E. Wendy Saul, Samuel Mathews, and James Makinster, *Teaching and Learning Strategies for the Thinking Classroom* (New York: RWCT, 2005), 10.

understanding about the text includes how the students are able to find main idea, detailed information, implied information and specific information from the text.

Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), Standard of competence in reading for the eleventh grade students in Senior High School, the students should be able to understand the meaning of the written short functional text and essays in the form of report text, narrative text, analytical and hortatory exposition, news item, anecdote, explanation, and discussion related to the surrounding to get knowledge. Meanwhile, in the basic competency the students should be able to respond the meaning and rhetorical steps accurately, fluently, and acceptably in essays related to surrounding to get knowledge in the form of report, narrative, analytical and hortatory exposition, news item, anecdote, explanation and discussion text.

Therefore, the English teachers should apply appropriate strategy in teaching reading that can encourage students to read effectively and improve students' ability in comprehending the reading text.

E. The 3-2-1 Strategy

1. The Definition of 3-2-1 Strategy

In this research, the writer uses 3-2-1 Strategy in teaching reading comprehension to know the effectiveness of that strategy towards students' reading comprehension skill. The 3-2-1 Strategy is a strategy in reading comprehension which can be used to help students summarize ideas from the text they read and interact with the text.

According to Zygouris-Coe, Wiggin and Smith, "The 3-2-1 strategy is strategy that requires the students to participate in

summarizing ideas from the text and encourages them to think independently and invites them to personally engaged in the text.”¹⁸ The purpose of this strategy is to make the students focus the discussion of the text and encourage students to join the discussion.¹⁹ It means that the 3-2-1 Strategy is a strategy which can be used to encourages the students to discuss about the text in summarizing ideas from the text.

According to June Preszler,

The 3-2-1 Strategy is a strategy that gives the students the opportunity to pause and review. The strategy requires students to consider what they have learned and to process the information they have been exposed to during a lesson. In addition, when students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding a topic of study.²⁰

According to Donna Spangler and John Alex,

The 3-2-1 strategy gives students a chance to interact with the text by summarizing key ideas, thinking about what interests them in the reading, and then posing a question to clarify their understanding. Students fill out a piece of paper labeled “3-2-1” with “3 Things You Found Out,” “2 Interesting Things,” and “1 Question You Still Have.” This strategy is versatile and depending upon what is being read, the teacher may wish to change what the “3-2-1” items stand for.²¹

¹⁸ Zygouris-Coe, Wiggins and Smith, *Engaging Students with text* (United States of America: International Reading Association, 2005), 381.

¹⁹ Mellisa Fama, Joe Stiso, and Michelle Paranto, *Collaborative Group Work Protocol Handbook* (United States of America: Aspire, 2012), 3.

²⁰ June Preszler, *On Target: More Strategies to Guide Learning* (Rapid City: ESA Regions, 2006), 20.

²¹ Donna Spangler and John Alex Mazzante, *Using Reading to Teach a World Language Strategies and Activities* (New York: Routledge, 2015), 32.

Based on the explanation above, it can be concluded that 3-2-1 Strategy is a strategy that requires the students to review what they have learned and found the information from the text they read. This is an effective reading strategy to encourage the students to gain information from the text quickly and to overcome the problem of the less of students' participation during the reading lesson. This strategy makes the students actively engaged with their reading by summarizing three important key details from the text, list two interesting things from the text and propose one question related to the text.

2. Purposes of the 3-2-1 Strategy

There are some purposes of using 3-2-1 strategy, as follows:²²

- a. Reflect on concepts and ideas introduced in the text passage. It means that this strategy gives the students opportunity to make reflection from what they have read.
- b. Identify what intrigues students in reading. When the students want to fill this chart, indirectly this strategy can improve the students' curiosity against what is being read.
- c. Give students the opportunity to seek clarification. This strategy gives the students opportunity to ask what they want to ask or what is being confused for them related to the text they read.

3. The Procedure of 3-2-1 Strategy

The 3-2-1 Strategy makes the students are more engaged in reading a text. This strategy can be used while or after reading a text.

²² Donna Spangler and John Alex Mazzante, *Using Reading to Teach a World Language Strategies and Activities*, 32.

According to Zygouris-Coe, Wiggin and Smith, there are some procedures of the 3-2-1 Strategy, they are:²³

- a. The students summarize three things that they discovered. An effective way for the teachers to combat passive participation from students is by asking them to summarize portions of what they have read. During the first step of the 3-2-1 Strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encourage to pay closer to the text by identifying key facts and sharing their own understandings of the text by writing and explaining meaning by their own words.
- b. Students are asked to write two of interesting things that they have identified. In this step, students list two things that stood out as being interesting to them. The possibilities for students sharing what interest them in text are endless, and this is a part of the 3-2-1 Strategy that students of all ages are bound to enjoy, use with ease and benefit from.
- c. According to Beck and Mckeown in Alsamadani, the last step is students are asked to 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. Here students practice active questioning by becoming engaged in class discussion, which serves to build mutual knowledge of the text.²⁴

²³ Zygouris-Coe, Wiggin and Smith, *Engaging Students with text* , 381.

²⁴ Hashem Ahmed Alsamadani, "The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension" *Journal of English Language Teaching*, Vol 4, No.3, (September, 2011), 186.

4. The Steps of 3-2-1 Strategy

The steps of 3-2-1 Strategy can be described as follow:²⁵

- a. Create a 3-2-1 chart that details key elements from a day's lesson or unit. The chart can be generic. One you use over and over again or it can specific to a particular lesson.
- b. Ask students to fill out the cards at the end of the lesson; collect the cards and use them for basis of the next day's class discussion.

5. The Advantages of 3-2-1 Strategy

A good strategy has to give advantages. So, the teacher can achieve the learning objective in implementing this strategy in teaching learning activities. Here are some advantages of using the 3-2-1 Strategy, namely:²⁶

- a. The 3-2-1 Strategy is its flexible nature. This strategy helpful for students who have difficulty in identifying focal points in the text.
- b. The 3-2-1 Strategy can also be modified to facilitate reading comprehension of struggling readers by asking them to provide evidence from the text to support their discoveries, interests and questions.
- c. Maximizing students' interaction with the text.
- d. It helps the teacher informally assess students' understanding of key concepts.
- e. It helps the students read for understanding, develop as strategic learners, and become engaged in their reading is at the heart of reading instruction.

²⁵ June Preszler, *On Target: More Strategies to Guide Learning*, 20.

²⁶ Zygouris-Coe, Wiggin and Smith, *Engaging Students with text* , 382-383.

Based on what has been mentioned above, it can be concluded that 3-2-1 Strategy has many advantages for students as a strategy to build comprehension, and help students to develop their critical thinking about the text given.