CHAPTER II

THEORITICAL FRAMEWORK

2.1.The Nature of Reading

Reading is one of important skills that should be mastered by the students besides listening, speaking and writing. According to Seyler (2004:3), readingis a process of obtaining meaning or constructing meaning from words or cluster words. It indicates that this activity concerns on skills to gain and construct the meaning from printed words in reading materials. The readers will try to construct the meaning from the words that they are reading in order to get message and information.

Furthermore, Caroline (2005:19) reading is a set of skills that involves making sense and deriving meaning from the printed word. Besides, Peter (2008:14) stated that reading involves two main processes identifying words and comprehending connected text. It means that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Before the readers read a text, they have prior knowledge to make them are easy in understanding meaning of the text. Besides, after the readers understand meaning of the text, they are easy to get the information from what their read.

As Burnes (1985 : 47) suggested that reading is a reading thinking activity comprehension and it depends upon the level of intelligence of the reader. The reader must be able to interpret and adjust what she/he reads in accordance with knowledge of the text. It means that the primary activity of reading is to comprehend what the text about.

According to Barth (2012:14) reading is both directly and indirectly connected to later educational achievement and it is critically important to a student's growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. Generally, reading texts are good sources and wealth choices for self improvement and motivation.

From the definition above, it can be seen how complex reading is reading involves many complex skills that have to come together in order for the reader to be successful. The researcher concludes that reading is an interactions between the reader and the writer in order to get meaning or the massage of text.

2.2.Reading Comprehension

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Comprehension is primary objective of reading process. Comprehension is the

9

process of reading to grasp the meaning of the text includes the vocabulary and the series of words highlighted in the text.

Comprehension is a thingking process which a reader constructs meaning to get a deeper understanding of concepts and information in a text. Comprehension is the essence of reading because the goal of written language is communication of messages. If readers can read the words of a text, but do not understand what they are reading, they are not reading. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose, (Kalayo Hasibuan and M. Fauzan : 2007).

Reading Comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness:2010). A large majority of authors on reading comprehension suggest that there are several critical elements : (a) the text, (b) the reader, (c) the interaction between the reader and the text, and (d) the mental state of the reader after the text interaction.

Those critical elements are the important elements that are use for consideration of the teacher to establish the students to comprehend in reading. The students or the reader of a certain text should know and sortevery single word in a text which one they get the meaning of that word or they should looking for the meaning that word to understanding the meaning of the whole text. If the students comprehend in reading the text, it means that the student integrates with the text.

2.2.1 Component of Reading Comprehension

There are five component to classify reading comprehension question that stated by Nuttal (1982). They are as follows :

1. Question of literal comprehension.

    There are question whose answer are directly and explicitly available in the text. Question of this kind could often be answered in the words of the text itself. Such question are essential preliminaries to serious work on a text, because until you are sure that plain meaning of the text has been grasped.

2. Question involving reorganization or reinterpretation.

    These are question which require the students to obtain literal information from various parts of the text and put it together or to interpret information. Such question are valuable in making the students consider the text as a whole rater than thinking of each sentence on its own or making him assimilates fully the information.

3. Question of interference

    These are question oblige the students to read between the lines' to consider what is implied but not explicitly stated. Question of this kind or considerably more difficult than either of the former types. Because these question require the students to understand the text well enough to work out its implications.

11

4. Question of evaluation.

    Evaluative question involve the student in making a considered judgment about the text in term of what the writer is trying to do, and how far the writer has achieved it.

5. Question of personal response

    The students are not asked to asses the technique, by means of which the writer influences them, but simply to record his reaction to the means of the text.

2.3 The Nature of Narrative Text

Landa, (2005) says that narrative text is a semiotic representation of a series of events connected in a temporal and casual way. Films, plays, comic strips, novels, newsreels, chronicles and treatises of geological history are all narratives in this widest sense. Narratives can therefore be constructed using a wide variety of semiotic media: written or spoken language, images, gestures and acting.

According to Waldiman (2008:98) narrative text is a text that is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative text is writing in which a story is told; the details may be fictional or based and fact. Typically, the events described in narrative text are written sequentially. The primary purpose or narrative writing is to entertain.

The purpose of narrative text are to amuse or entertain, to deal with actual/imaginative experiences in different ways or to entertain the reader with story

that deals with complications or problematic events which lead to crisis and in turn finds a resolution.

According to Mardiah (2010:28) in a traditional narrative the focus of the text is on a series of actions :

1. Orientation:sets : (introduction) in which the character, setting and time of the story are established. Usually answer : Who? When? Where? Such as : Mr.Wolf went out hunting in the forest one dark gloomy night.
2. Complication : the complication usually involves the main character (often mirroring the complication in real life)
3. Resolution : there needs to be a resolution of the complication.

According Isdaryanto (2011), the generic structures of narrative text are as follows :

1. Orientation : it is about the opening paragraph where the sets, the scene and the character of the story are introduces. It is beginning of the story tells who the character are, when and where the story takes place.
2. Complication : a crisis arises. It is the middle of the story tells what happened to the characters.
3. Resolution : the crisis is resolved, for the better or for worse. It is the end of the story tells how the characters solve the problem.

4. Re-orientation : some narrative have a re-orientation or coda which returns the listener or reader to the present and provide a kind of thematic summation of the events rather like the moral at the end of a fable.

5. Evaluation : a stepping back to evaluate the plight.

The kinds of Narrative Text

Narrative divided into some kinds. Nuning Purwanti (2011:6) stated that the common forms of narrative text are :

1. Legend

   A legend is narrative of human actions that are perceived both by taller and listener to take place within human his story. Example : the legend of lake toba

2. Fable

   A fable is a short allegorical narrative making a moral point, traditionally by means of animal character who speak like act like humans being, for example : the and the dove.

3. Fairy tale

   A fairy tale typically features like folkloric characters as fairies, goblins, elves, dwarves, giant and usually magic or enchantments. Example Snow White

14

4. Science Fiction

Science fiction is fiction based open some imagined development of science, or upon the exploration of a tendency in society.some example of science fictions are : to the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

The language features in narrative text are:

1. Focus on specific and individual participants

2. The use of material process (action verbs)

3. The use of some behavioral and verbal process (verb : asked)

4. The use of past tense circumstances

5. The use of temporal conjunctions and circumstance

The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.

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

15

2.4 The Nature of 3H Strategy

Westwood (2001) stated that 3H strategy is aimed to teach the learners where they can find the answers of the questions Graham (1992) in her study about the use of 3H strategy in improving the comprehension of learning disabled and poor reader used the mnemonics 3H (Here, Hidden, and in my Head) to help students to remember the question-answer relationship terms.

3H strategy is viewed as special strategy in reading comprehension for its features. Wong, Graham, Hoskyn, and Berman (2008, p.188) explained that 3H strategy has nemonic and metacognitive features. This strategy does not simply direct students to look back in the text or read in a random way if they cannot respond to the question after a passage.

The training of 3H strategy.In order to know whether the use of 3H strategy is effective in teaching reading comprehension, the researcher decided to conduct the quasi-experimental study since itemployed to see the effect of the treatment on the group This study is employed with the non-equivalent control group in which researcher studies on and compares both experimental and control group without administers the randomization. Both groups will receive the pre-test and post test, but the control group will not receive the treatment (Creswell, 2009, p. 160).

2.5 Procedure of 3H Strategy

In 3H strategy there are some procedures that student to do in reading text in order that student comprehend about the text and find the answer of question that related to the text. According to Westwood (2001: 62), there are three ways to finds 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 there are:

1. Teacher demonstration " think aloud" while applying the first step in the strategy (locating information here on the page).

2. Students practice applying this step, with feedback from the teacher.

3. Teacher demonstration "think aloud" for the second step (hidden information).

4. Students practice step1 and step2 with guidance and feedback.

5. Teacher demonstration of the third step (information is not here or hidden and has to be retrieved from a source outside the texts).

6. Student practice step1 and step2 and step3 with guidance feedback.

7. Strategy is used extensively on a variety of the types.

8. Teacher provides prompts and cues in the beginning bad these are slowly withdrawn as student gain confidence and control of the strategy.

2.6 Advantages of The 3H (Here, Hidden, in my Head) Strategy

Generally the 3H strategy has someadvantages. The 3H strategy is a strategy thatcan be used in teaching readingcomprehension. It make students' understand about the text to find the answer ofcomprehension questions. They can answer thequestions explicitly and implicitly because theanswer is not only in the page but also beyondthe text. According to Graham and Wong inWestwood (2001: 62) states that the 3Hstrategy can improve students' readingcomprehension and increase theirmetacognitive functional related to becomprehension task. It means that by using 3H strategy, the student can comprehend the text.

2.7 Past Studies

1. A research by Nina Angreni (2013/2014)

The purpose of this research is to find out the effectiveness of the use of 3H strategy (Here, Hidden, and in my Head) in teaching reading comprehension to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2013/2014. This research was conducted as a quasi-experimental research with the non-equivalent control group design. The sampleof this research were class VIIIB as the experimental class and class VIIID as the control class. The data were collected through pre-test and post test by using the essay test consisting of twenty items and were analyzed by using Effect Size (ES) formula. The finding shows that the effect of

treatment is 1.53 (> 1.00) or categorized as strong effect. It indicates that the use of 3H strategy is effective in teaching reading comprehension.

2. A research by Heru Nuryati (2013/2014)

The present classroom action research has three aims: to improve classroom behaviors in teaching and learning process in reading comprehension by implementing 3H (*here, hidden, and my head*) strategy through *think pair and share,* to improve he students perception toward the implementation of 3H strategy in reading comprehension. The participants of the research were the students of Class XI IPA 1 of "MAN 1 Pontianak" in Academic Year of 2013/2014. The classroom action research was conducted in three cycles. Observation checklists, field notes, recording, rating scale, focus group interview, and test were used as the research instruments. Based on the gathered qualitative and quantitative data during the implementation of the 3H strategy through thing pair and share in reading comprehension class, the students 'classroom behaviors were improved significantly. This improved behaviors resulted in the improvement of the students' achievement.