

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents : a). theoretical framework, b). previous related study, and c). research setting.

A. Theoretical Framework

In this part, it deals with : 1). concept of teaching, 2). concept of reading, 3). concept of teaching reading, 4). components of reading, 5). concept of narrative text, 6). concept of teaching and learning narrative text in senior high school of Arinda Palembang, 7). concept of 3H strategy, 8). teaching procedure by using 3H (Here, Hidden, in my Head) strategy, 9). advantages of 3H (Here, Hidden, in my Head) strategy.

1. The concept of Teaching

Teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007, p. 8). It means that teaching is a way to make other people understand.

Sequire (2012, p. 3) states that teaching is a set of events, outside the learners which are designed to support internal process of learning. According to Moore (2005, p. 4) states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspect of development.

From the explanation above the writer can make conclusion that teaching is an activity give knowledge from someone to the learner as a process of learning.

2. The concept of Reading

According to Peregoy (2008, p. 117), reading is one of four language skills that students have to learn, because by reading the reader can get new information, ideas and inspirations which can enrich the reader's knowledge.

In Islam, reading is also one of key word to seek the knowledge. As Allah stated in verse Al- Alaq: 1-5

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٣﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٤﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٥﴾
بِالْقَلَمِ ﴿٦﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٧﴾

Recite in the name of thy Lord Who created everything. He created man from a clot of blood. Recite, for thy Lord is most Beneficent. Who has taught by the pen, taught man that which he knew not.

It means that, reading is one activity which is very much suggested by Islam, so that its followers can seek the knowledge wherever and whenever possible.

According to Alyousef (2005, p. 144), states that reading is an interactive process between the reader and the text which leads to automaticity or reading fluency. In the process of reading the reader try to understand a written text, the reader has to perform a number of simultaneous task, decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words, and finally understand what the author's intention was. According

to Schoenbach (2012, p. 19), states that reading is not just a basic skill, reading is problem solving. It means it works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories and knowledge evoked by those words and sentences.

From the definitions above, the writer can conclude that reading is a process interaction between the readers and printed word or symbol to understand the author's intention, to get the information and also to solve the problem of the text.

3. The concept of Teaching Reading

In Islam, teaching is very important to transfer some knowledge to the others. In holy qur'an verse al-kahf number 66, it says :

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

Meaning : “Musa (Moses) said to him (Khidr) “May I follow you so that you teach me something of that knowledge (guidance and true path) which you have been taught (by Allah)?

Based on the verse above teaching is an interactive action between the teachers and receivers (students). The receiver (students) will get some experience and knowledge of the teacher. The receiver could be apply the knowledge in daily life.

According to Ball (2009, p. 498), teaching is an activity to helping others learn to do particular things. Furthermore, Postareff (2008, p. 110) states teaching is an activity to helping students to develop and change their conceptions. Whilst,

Enerson (1997, p. 6) states that teaching is a general term for various activities that cause others to learn, demanding and creative enterprise. Based on the explanations above, it can be assumed that teaching is the teacher's way in transfer the knowledge to the students in order to make the students understand and can develop their ability in learning process.

Reading is a complex activity that involves both perception and thought (Pang et al, 2003, p. 6). Reading also consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language, while comprehension is the process of making sense of words, sentences and connected text. They also state that readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

From the definition above, it can be assumed that reading is an interactive process between reader and text to comprehend the writer's message. The reader uses their prior knowledge to develop and understanding the new information from the text.

Moreover, Department of school education (1997, p. 6) states reading is the process of constructing meaning from written text. In the process of reading, the reader interacts dynamically with the text. The reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipated social interaction and communication. It can be assumed that reading is a process of interaction between

the reader and the text, which includes constant process reacting to a written text in order to get information from written text.

From the explanations above, the writer concluded that teaching reading is the process of transfer the knowledge, guide, combines the knowledge of education, and structured classroom situations by the teacher to the students to help the students comprehend the writer's message and constructing meaning from written text, especially help the students use their ability in reading.

According to brown (2000, p. 315) there are three main phases need to be followed in teaching reading activities:

- a) Before you read: spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.
- b) While you read: not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.
- c) After you read: comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

4. Components of Reading

According to Baker (2008, p. 24), there are five components of reading. The first is phonemic awareness. Phonemic awareness is the ability to notice, think about, and manipulate the individual sounds in spoken word. Because English sound is different with Indonesian sound it means students must be able to master the sounds. The second is phonic, phonic is instruction that teaches the relationship between letters and graphemes and phonemes. For example “cat” would be pronounced: /k/ + /æ/ + /t/ = /kæt/, in this component students are taught to pronounce words by sounding out and blending all the letters. The next is fluency, fluency is the ability to read a text accurately, smoothly, and rapidly with proper expression. Fluency is needed in reading process in order the reader can read fast and understand meaning of the passage. The fourth is vocabulary, vocabulary is knowledge of words and is required to communicate effectively and understand a text. The last is comprehension, comprehension is the understanding of what is being read. The reader can not understand content of passage if the reader did not comprehend. It means to understand passage of the text the reader must comprehend.

5. The Concept of Narrative Text

According to Syllabus KTSP for Senior high school (2006, p. 6), narrative text is one of some texts that should be mastered by senior high school students. Narrative text also gives a certain moral lesson to the readers in order to change bad character of the readers. According to Sudarwati and Grace (2007, p. 62), narrative is a text which has purpose to amuse or entertain the readers with actual

or imaginary experiences in different ways. Narrative also has been taught to all people in the world. It happens when the readers were in the childhood. Parents or even grandparents prefer to tell stories to children in various ways to make the listener happy.

According to Sudarwati and Grace (2007, p. 2), there are some generic structure of narrative text such as :

a) Orientation

Orientation is about the opening paragraph who were involved in the story, when and where are introduced.

b) Complication

Complication is about a problem arises followed by other problems.

c) Resolution

Resolution is a solution to the problem. The story has happy ending or bad ending.

d) Evaluation and Reorientation

Evaluation and reorientation is optional. The writer of the text can add or not. Evaluation is tell about evaluation of the story or conflict. Reorientation is tell about the conclusion of the content at the end of the story.

Beside purpose and generic structure, Sudarwati and Grace (2007, p. 62) state narrative text also has some language feature, namely :

a) The use of noun phrases, for example a beautiful princess, a cruel witch and a huge temple, the second is

b) The use of connectives, such as first, before, then, and finally.

- c) The use of adverb of time and place is also include in language feature of narrative such as two days ago, last year, in the garden, in the castle and also in the jungle and etcetera, the next is
- d) The use of simple past tense and action verb, for example *He walked away from the village, He chased batara surya snd batari Chandra*. The last is
- e) The use of verb of senses, such as *She felt hungry, She thought she was clever* and *She smelt something burning*

Narrative text also has many kinds such as folk tale, legend, fable, myth, novel, cartoon strips, short story and et cetera.

6. Concept of Teaching and Learning Narrative Text in Senior High School of Arinda Palembang

Based on the writer's observation and interview to the teachers in senior high school of Arinda Palembang, most of teachers still use grammar translation method to teaching reading especially to teaching narrative text to the students. The teachers stated that this method is effective to teaching reading and by using this method the students' achievement in reading was increased, but based on the writer's interview to the students, the students said the teacher's method was boring, not interesting and monotonous. These are steps in teaching reading in senior high school of Arinda Palembang :

- a) The teacher greets the students,
- b) The teacher checks the student's attendance,
- c) The teacher asks the students open the book,
- d) The teacher asks the students to read the text,

- e) The teacher ask the students to pronounce the words,
- f) The teacher asks the students to translate the text,
- g) The teacher asks the student to answer the questions,
- h) The students collect the task,
- i) The teacher closes the lesson.

The activities above always did by the teachers every meeting, without any changes in teaching English.

7. The concept of 3H strategy

3H (Here, Hidden, in my Head) strategy is a strategy that is developed by Graham and Wong (1993). This strategy is one of some reading strategies and also one of some strategies in education. Graham and Wong cited in westwood (2001, p. 61), state that this strategy can improve reading comprehension and increase children's meta cognitive functioning related to the comprehension task. In this strategy teacher teaches how to answer the questions which is the answer is explicit and implicit in the passage. In this strategy students have to active and have able to answer and develop answers from explicit text, implicit text, and implicit script by using their own knowledge.

8. Teaching Procedure by using 3H (Here, Hidden, in my Head) strategy

3H is a strategy which is used to teaching reading to the students. 3H is stands for Here, Hidden, in my Head. These are steps of 3H strategy according to Westwood (2008, p. 47)

- a) Teacher poses a question related to the text,

- b) Teacher demonstrates (by ‘thinking aloud’) how to locate relevant information on the page (here),
- c) Students practice this step to find the answers to additional questions, with feedback from the teacher,
- d) Teacher demonstrates the second possibility, using information on the page to infer or predict a possible answer (hidden),
- e) Students practice step 1 and 2 together with guidance and feedback,
- f) 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,
- g) Students practice step 1, step 2 and step 3 with guidance and feedback,
- h) The last is students reviewed and used again on a variety of the text types by using this strategy.

9. Advantages of 3H (Here, Hidden, in my Head) strategy

In education world, a teacher need a method or strategy in order teaching and learning process can appropriate with the purpose of learning. In this thesis the writer choose 3H as her strategy.

According to Graham and Wong (1993) cited in Westwood (2001, p. 61) there are some advantages of 3H (Here, Hidden, in my Head) strategy, such as :

- a) This strategy can help the students to improve their reading comprehension.
- b) This strategy can increase the student’s meta cognitive functioning related to the comprehension task.

- c) Student are involved directly in learning process.
- d) There is interaction between teacher and students.
- e) Students become more independent.
- f) Learning activities are more pleasant.

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

- a) 3H helps students to gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels.
- b) 3H also helps the students to understand some types of the question and find the locations of the answer.
- c) 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.
- d) This strategy can lead the students to get a better result in a reading test and certainly have a better reading comprehension.

B. Previous Related Studies

There are three researches that similar to this research. The first research has title “Teaching Reading Comprehension by Using 3H (Here, Hidden, in my Head) to the Eighth grade students of SMP Negeri 2 Pontianak in the academic year 2013/2014” written by Angreni (2014). In this research, researcher used quasi-experimental research with the non-equivalent control group design. The similarity between her research and the writer’s is strategy which used “3H (Here, Hidden, in my Head)”. The differences between her research and the writer are

grade and location of the research, beside that her research used essay test consisted of twenty items while the writer used multiple choice test consisted of forty test items.

The second research has title “The Use of Narrative text in Teaching Simple Past Tense: A Case of the Tenth Grade students of SMA PGRI Demak in Academic Year 2010/2011” written by Amianti (2011). This research was aimed to improving the students’ mastery of past tense by using narrative text. Researcher took 31 students as her sample. The similarities of her research and the writer research is kind of text which using narrative text and the sample of the study is tenth grade. Although kind of text and sample of the study between researcher same as writer’s sample. There are differences between the writer and her research, such as strategy for research, the writer uses 3H as her strategy while the researcher only uses simple past tense to teaching narrative text to improve students’ understanding of reading. And then she took 20 items to measure the students’ skill in reading as pretest or posttest while the writer took 40 items.

The third research has title “The Effectiveness of Using Reciprocal Method in Teaching Reading Narrative Text to the Tenth grade students of SMA Muhammadiyah Tambak Banyumas in the Academic year of 2011/2012” written by Rahayu (2013). The purpose of this research is to increase the students’ motivation to learn English. While the writer purpose is to know is there any significance difference between the students taught by 3H strategy and the teacher’s strategy. The similarities of the writer and her research is kind of text which using narrative text and the sample of the study is tenth grade beside that

the writer's skill and the researcher's skill is same which is tell about reading. Although kind of text, sample of the study and skill between researcher same. There are some differences between the writer and the researcher, such as strategy for research and location for research. The previous related study do the research at SMA Muhammadiyah Tambak Banyumas while the writer do the research at SMA Arinda Palembang.

C. Research setting

This research will be conducted at Senior High School of Arinda Palembang. The location of this school is at Angkatan 45 street Palembang exactly South Sumatera province. Senior High School of Arinda Palembang is leadered by Baginda Oloan Siregar, ST. MT. Beside that there are 35 teachers and 10 staff of administration. The English teacher of Senior High School of Arinda Palembang are Hotma Samosir, Nyimas Lily Amelia,S.Pd and Mardiansyah, S.Pd. The English teacher who teach tenth grade students is Mardiansyah, S.Pd. The identity of Senior High School of Arinda Palembang are as follow :

Identity of Senior High School of Arinda Palembang

- | | |
|------------------|--|
| 1. School's name | : Senior High School of Arinda |
| 2. NSS | : 302116009622 |
| 3. NDS | : K 09034016 |
| 4. NPSN | : 10609622 |
| 5. Address | : Jl. Angkatan 45 No. 47 Ilir Barat I
Palembang Province Sumsel |
| 6. Telephone | : (0711) 351223 |

7. School's status : Yayasan
8. Accreditation : B

Based on the writer's survey, the writer got some data about the number of teachers, students, and facilitation of the school. There are four tables that explain them. The first table show the headmaster of Senior High School of Arinda. There were two times of changing the leadership from the first period in 1984 until now.

Table 1
Headmaster

No.	Period	Name	Year
1	Period I	Drs. Abidin Pasaribu, M.M	1984 to 2006
2	Period II	Baginda Oloan Siregar, ST. MT	2006 till now

The second table shows the condition of teacher and staff of administration at Senior High School of Arinda. The total teacher of Senior High School of Arinda are 28 teachers, and then the total staff are 10 staffs. So, The total of teachers and staffs are 38 people.

Table 2
The condition of Teacher and Staff

No.	Position	M	F	Total
1.	Teacher	14	14	28
2.	Staff	3	7	10
Total		17	21	38

The third table shows the condition of the students of Senior High School of Arinda. Senior High School of Arinda consists of 10 classes which is divided into three grades. The tenth grade divided into three classes, the eleventh grade is divided into three classes, and the twelfth grade is divided into four classes

Table 3
The condition of Students

No.	Class	Gender		Total
		Male	Female	
1	X	51	46	97
2	XI	70	55	125
3	XII	75	81	156
Total		196	182	378

The fourth table shows the data of the rooms at Senior High School of Arinda. There are 21 rooms which consist of several rooms, which is shown on the table below :

Table 4
The Data of the Rooms

No.	Type of the rooms	Total
1.	Classroom	10
2.	Headmaster's office	1
3.	Teacher's room	1
4.	Administration's room	1
5.	Library	1
6.	Art's room	1
7.	UKS	1
8.	BK	1
9.	Musholah	1
10.	Storage	1
11.	Toilet (Teachers)	1

12.	Toilet (Students)	1
Total		21

The last table shows the data of teachers' background education / skill at Senior High School of Arinda Palembang, which is shown on the table below :

Table 5
The Number of teachers in teaching at the Appropriate Teachers' Background education / Skill

Teacher	The number of the appropriate education background in teaching skill				The number of the un-appropriate education background in teaching skill			
	D1/D2	D3	D4/S1	S2/S3	D1/D2	D3	D4/S1	S2/S3
Computer				1				
Sociology			1					
Mathematics			4					
B. Indonesia			2					
English		1	3					
Biology			3					
Geography							1	
History			3					
Religion			3					
Art & Culture			1					
Chemistry		1						
Sport/P.E.			1					
Civics			1					
Physical			1					
Japan							1	

(Source : Senior High School of Arinda in academic year 2014/2015)

Based on the table, there are two teachers who have education background that are not suitable with their teaching skill. The first is a geography teacher whose major was Indonesian education, and the other is a Japanese teacher whose major was economy education.