

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents the review of some theories related to the study. The researcher divided the chapter into some points they are reading comprehension, descriptive text, PQRSST Strategy and previous study.

A. Reading Comprehension

1. The definition of reading comprehension

The definitions of reading are important to be understood. According Brown (2004: 189) states that reading is a process of negotiation of meaning. It means the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read.

According Nunan (2003: 8) states that reading is a process of readers combining information from text and their own background to building meaning. It means the reader's background knowledge integrates with the text to create meaning. The readers should combine their knowledge with what the information they read. The purpose of reading is comprehension. It is supported Brassell and Rasinski (2008: 15) that state reading refers to ability to comprehend or make meaning from the texts. It means that when someone read, he/ she also needs to comprehend.

Based on the theory above, it can be conclude that reading is process understanding about meaning of the text. The purpose is comprehension what has been read.

2. Process of Reading Comprehension

According to Irwin (1986: 3) states reading comprehension consist of five processes as follow:

a. Microprocesses

The reader fisrt talk is to drive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. Two processing skills are required to group words into meaningful phases the first is the ability to group words into meaningful phases. The second major skills required for microprocessing is the ability to select what idea units to remember.

b. Integrative processes

Reader can recall what they read only if the individual ideas are connected into a coherent whole. Integrative processes require the ability to do such thing as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. At least two skills necessary for macroprocessing the first is the ability to select the general ideas and to summarize the passage. the second is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative processes

Elaborative processes are the processes of making inferences not necessarily intended by the author. Elaborative processes can help us to recall the text. it is important to note that the elaborations must have some relationship to the text.

e. Metacognitive processes

Metacognitive processes are the process of adjusting one's strategies to control comprehension and long term recall. There are some common skills in metacognitive process such as rehearsing, reviewing, underlining, and note taking are the metacognitive processing that facilitate remembering.

3. Factors Influencing Reading Comprehension

The factors that relate each other in influencing the reader's reading comprehension ability. According to Snow (2002: 11) propose three elements of reading comprehension. They are reader, the text, and the activity. The reader who is doing the comprehending to comprehend the text, the reader must have a wide range of capacities and capabilities.

These include cognitive capacities , motivation, and various types of knowledge. The reader bring his or her cognitive abilities (attention, memory, critical ability, inference, visualization), motivation (a purpose of reading, and interest in the content), knowledge (vocabulary, topic knowledge, linguistic, and discourse knowledge, comprehension within the readers which understanding different text type or in the different reading activity. The same text will be understood differently depends on the characteristics of the readers.

Then, the second elements is the text. the text difficulty and type determine the kind of activity and approach that should be conducted during the reading comprehension process. The preference of the text has serious implication on reading comprehension. The third element is the activity, the activity in which comprehension is a part. Therefore, reading comprehension activity is a process to obtain the meaning of the text.

In addition, based on Alderson (2000: 32) he states that there are two mains constellation of variables that influence reading comprehension. Those are:

1. Reader variables

According to Alderson (2000: 32) states that research has looked at the way reader themselves affect the reading process and product. The reader variables include several points.

a. Knowledge

When reader read the text, they integrate the new information from the text into their pre-existing schemata. Schemata are seen as interlocking mental structures representing readers' knowledge. The knowledge includes readers' abilities. These abilities are not only about to learn new knowledge, but also abilities to process information.

b. Motivation

Motivation is an important role in the teaching and learning process. Alderson (2000: 53) says that readers who have lack of motivation to read or to spend time improving their ability to read was one of the reasons of poor readers. Of course, the problem is how to improve readers' motivation to train the students to be the good reader, not poor readers.

c. Reason

Reasons are closely related to the motivation. The reader's motivation to read is always influenced by the reason why the readers read a certain part of a text. For example, if the readers want to get understanding of a general idea, they will pay less attention to the details of the text. It means the readers only have motivation or interest to know the general idea and ignore the details of the text.

d. Strategies

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process the text efficiently. Another reader variable also include the stable characteristics, like eye movements, speed of word recognition, and automaticity of process.

2. Text variables

Alderson (2000: 61) states that the other variable of the reader-text interaction is the text itself. Many aspects of the text might facilitate or make difficulties the reading process. Those factors range from aspects of the text topic and content, text types or genres, text organization, sentences structure, layout, the relationship between verbal and non-verbal text and the medium in which the text is presented.

4. Teaching Reading Comprehension

Reading and comprehension have important relation that cannot be separated between them. It can be seen in understanding and interpreting the written symbols, one must comprehend the text. The National Reading Panel (2000) defines comprehensions as the intention thinking during which meaning is constructed between the reader and text. It implies that the reader interact with the text and the content, using his or her vocabulary, background of knowledge, skill, motivation to read that text, knowledge of text structure and strategies to construct the meaning. Comprehension will be successfully when the readers

understand what the text is about and when they successfully reach their purpose of reading.

According to Snow (2002: 11) states that reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. He uses the words extracting and constructing to emphasize both the importance and insufficiency of the text as a determinant of reading comprehension. It means that reading comprehension is defined as the level of understanding of a text. Therefore, reading comprehension means understanding what has been read.

Jeremy Harmer (1998:70-71) states that there are some principles that we have to pay attention in teaching reading comprehension. Firstly reading is not a passive skill but it is an active skill. It cause students need to be more active in the process of understanding the text in reading activities. Students must understand each important part in the text. Students should be familiar with the words, pictures, bold print or italics words in the texts. It helps students to understand the whole purpose of the text and get what they want.

Students need to be engaged with what they are reading. In this case, students should be involved with what they read. So, they can explore contents of text. Then the teacher should demand to use an interesting method/ strategy in teaching reading. It can make the students are motivated to read and try to understand the text.

Students should try to respond content of text. It means, students do not only know the structure of the language but students should understand the meaning or content of text. To help the students, the teacher has to give a chance to students to express and respond their idea about what they understand from the text given.

Prediction is major factor or reading. The students who have high imagination usually can predict the content of text before they read. It means prior knowledge of students is important to explore the contents of the text that they read. Students estimated the content of the text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instruction, in order they predict content of the text easily with give familiar text.

The teacher has to concern about material that is learned. They can match the tasks with suitable topic. In other words, selection of interesting text and more imaginative tasks can help students to improve student's motivation in comprehending the text. The task that given to the students must be related to the text they are reading.

The last, teacher exploit reading texts to the full. In each text, there is usually a sentence that implied or unimplied, the word, an idea that is pointed out by the author in writing. For this matter, teacher should pose an interesting activity for students to understand the important part of the text.

5. Testing Reading Comprehension

Assessing or testing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this.

Klingner in Karang (2014: 16) also confirms reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norm sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling. Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students' knowledge and skills is as elemental in the educational process as delivering purposeful instruction.

On the other hand Pang in Karang (2014: 17), states there are two forms of reading test. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of test are needed for effective

reading instruction. In beginning reading, test is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

The test is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen describe the purposes of a test are several, for example to *diagnose* a student's strengths, weakness and difficulties, to measure *achievement*, to measure *aptitude* and *potential*, to identify *readiness* for a program.

In this study, the researcher uses multiple-choice test to test the student's ability. The researcher thinks that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question. Furthermore, multiple-choice scoring is fast and can be done by someone not familiar with the subject area.

6.A Teaching Techniques for Reading Comprehension

According to Grellet (1998:4) there are some teaching techniques in reading comprehension as follows:

a. Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to locate specific information (ex: a name, a date, etc) and do not follow the linearity of the passage.

b. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. It is more thorough activity which requires an overall view of the text and implies a definite reading competence.

c. Extensive Reading

Extensive reading is reading longer text, usually for one's pleasure. This is a fluency activity mainly involving global understanding. Reader has general understanding without necessarily reading every word.

d. Intensive Reading

Intensive reading is reading shorted texts to extract specific information. This is more an accuracy activity involving reading for detail. Readers are expected to everything they read and to be able to answer detailed vocabularies and comprehension questions.

In addition, according to Watson (2002), there are some a teaching techniques for reading comprehension, that are:

a. Vocabulary knowledge

Vocabulary teaching during intensive reading needs to share the time in the language-focused learning strand of a vocabulary programmed with deliberate learning using word cards, vocabulary strategy training, and vocabulary teaching not related to intensive reading.

b. Mental imaging

Good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read.

A mental image is the representation in your mind of the physical world outside of you. It is an experience that, on most occasions, significantly resembles the experience of perceiving some object, event, or scene, but occurs when the relevant object, event, or scene is not actually present to the senses. There are sometimes episodes, particularly on falling asleep (hypnagogic imagery) and waking up (hypnopompic), when the mental imagery, being of a rapid, phantasmagoric and involuntary character, defies perception, presenting a kaleidoscopic field, in which no distinct object can be discerned.

c. Self-questioning

According to National reading Panel state that self-questioning is simply a process in which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally, thus "improving their active processing of text and their comprehension.

d. Summarizing

An effective summary condenses a reading selection. It concentrates on the author's main ideas, and like a paraphrase, it puts those idea in new words. According to Leo, there are some guidelines for writing a good summary:

- 1) Make sure you understood what you read
- 2) Collapse list
- 3) Use topic sentences
- 4) Get rid of unnecessary detail
- 5) Check and double-check.

e. Semantic mapping

Mapping can be a very effective study technique, especially for students who prefer diagram charts, and picture to large numbers of word. It is also useful for anyone trying to understand both the organization of a reading selection and the main ideas of that selection. Mapping is also helps to activate the prior knowledge so the reader can relate new information to old.

f. PQRSST Strategy

Because this study focuses on PQRSST strategy, so this strategy will be explained in the following point specifically.

B. Descriptive Text

Descriptive text is kind of texts which describes the features of someone, something, or a certain place. As other type of texts, Descriptive text has social function and generic structure. According to Wadirman et. al. (2008) the social function of Descriptive text is to describe a particular person, place or thing, while the generic structure of Descriptive text is *identification* and *description*. Identification is structure of Descriptive text which identifies phenomenon to be described or the part of the part which introduces the character. While Description is structure of Descriptive text which describes part, qualities, and characteristics or the part of the paragraph which describes the character.

Descriptive text also has special language features as follow:

1. Descriptive text focuses on specific object. For example: My favorite teacher, My mom, My house and so on.
2. Descriptive text uses Simple Present Tense

Simple Present Tense is a tense says that something was true in the past, is true in the present, and will be true in the future also (Azar, 1999). Simple Present Tense has rules to construct a correct sentences.

Here (table 2.1) are the formulas of Simple Present Tense:

Table 2.1 the Formula of Simple Present Tense

Verbal Sentences		
(+)	(-)	(?)
Sentences	Sentences	Sentences
Subject + verb 1 + s/es* + object	Subject + don't/ doesn't + verb 1 + objec	Do/ does + subject + obejct + ?
Note:*s/ es only is used if subject is he/ she/ it/ name of person or animal or thing		
Nominal Sentences		
Subject + to be (am, is , are) + complement	Subject + to be (am, is, are) + not + complement	To be (am, is, are) + subject + complement + ?

To make verb 1 agrees with subject (he, she, it and name of person or animal or thing), it is very necessary to pay more attention to verbs that are ended by *ss*, *sh*, *ch*, *x*, and *o* must be added by *x*, example: she kisses her baby, she washes my clothes, she teaches her students, she boxes these pencil, she goes to school. Verbs that are ended by *y* that

precedes consonant, the letter *y* must be changed become *I* then it is added by *es*. Example: She carry the bag become she carries the bag. Verb that are ended by *y* but precedes vocal, only needs to be added by *s*. Example: He play the guitar become He plays the guitar.

Simple Present Tense is often used with adverbial of time, adverbial of place, adverbial of frequency, and adverbial of place always precedes adverbial of time (Mas'ud, 2005). The example of adverbial of time such as: always, often, sometimes, seldom, ect.

3. Descriptive text uses adjectives. For example: beautiful, patient, large, etc.

C. PQRST (Preview, Question, Read, State, Test) Strategy

According Petterson (2002: 242) one of the best known methods or strategies is PQRST. This strategy used in improving memory from reading, especially reading comprehension. PQRST was found by Thomas F. Stanton this method is used to improve reading competency. The strategy is intended to improve the student's ability and remember materials presented in the textbook. The PQRST Strategy relies on the three basic principle in improving memory they are: Organizing the materials, elaborating the materials and practicing retrieval. It strengthened by Turkington (2003: 61) who has states that PQRST is a good strategy to help students retrieve information got from their memory after reading.

In addition, PQRST (Preview, Question, Read, State, Test) Strategy is alternative strategy to make teaching and learning process interesting.

Through PQRST Strategy, the students can participate in the teaching and learning process actively. The students reading comprehension will be better and active. According to Staton (1982: 15-27, PQRST Strategy has shown the improvement of the readers' understanding, and their ability to recall information. PQRST Strategy is expected to be effective because the use of it can avoid the weakness of common method that be used in teaching and learning process. It supported by PQRST Strategy is believed to be one of applicable strategy to improve students reading comprehension

PQRST Strategy is one method of reading which is similar or even same as the SQ3R method. PQRST is stands for the core activities of the preview, question, read, state/ summarize, test. PQRST actually is a method or strategy of reading a book which is especially intended for the benefit of the study, but researchers can borrow concepts and measures for the benefit of this method of teaching read in school, especially for students who are already classified as readers advanced.

PQRST Strategy in this study is a method of reading the passage which consists of five activities: preview, question, read, state/ summarize, and test some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, main ideas, and ideas of explanatory. The method is clearly illustrated below.

The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:

1. P (Preview)

In this first step, the reader determine what the entire text is about by skimming through it all so they know they're going to be overing. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text.

One of the best things about previewing is that it takes very little time to do. Once they've had some practice, they all usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

2. Q (Question)

After preview the text, the students as the readers determine what they are exactly looking for while reading. The students should make question based on what they have read before. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject.

With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The questions are maybe a.) Who is/are the major character/s? b.) What do/does the major character/s look like? c.)Where did the story take place?

3. R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas.

4. S (State/ Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

5. T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long term memory.

D. Previous Study

The researcher reviews the previous studies which related with this study that conducted by other researchers. Reviewing on the previous study has

similar strategy on use PQRSST Strategy to improve reading comprehension. There are some previous studies.

The first previous study from Widiya (2012) the research design quantitative in form of quasi experimental design which used observation with pretest posttest design control group. The study focused on the students' ability to comprehend narrative text. Based on the score of t-obtained gathered from SPSS 16, The finding of t_o is 3.101 while the level of significant of 5 % is 2,00 and the level of significant of 1% is 2,65. It can be read that $2,00 < 3.101 > 2,65$ and shows to higher than t-table. In other words, there is significant difference of using PQRSST method toward the Reading Comprehension of The First Year Students at Islamic Senior High Babussalam Boarding School Pekanbaru.

The second previous study from Yashinta (2013) is an experimental research using quasi experimental research design that divided student into two group, an experimental and control group. In this study used descriptive and procedure text. She stated there is significant difference in the students reading comprehension ability between using PQRSST Strategy and without it. It is proved the mean score gained by the experimental group in the post-test (75,56) is higher than the control group (64,45) and the t-test result showed that t_o is 5.314 more higher than t_t is 1.671.

Moreover, Ade (2015) in her journal has proved that PQRSST Strategy in learning process affect positively to their reading skill. It is shown by the increasing score that the students have from reading comprehension test, the

score become higher than before. The average score of pre-test is 41.14 while post-test is 53.13. The motivation to read the English text is also improved as well as their vocabulary building also enhanced. It helps the students to comprehend and grasp the content of English text.

From some previous studies above can be conclude that the reseacher same in using PQRSST Strategy. But, this research is different in term of research design, kind of reading text and location. It means the researcher use pre experimental with one group pre-test post-test that focus on descriptive text of the first grade students' reading comprehension ability at MA Darul Huda.