

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present of reviewing of some theorist that is relevant to the problem.

A. Reading

a. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context (Richards, Platt, Weber, 1990:127).

Reading is a skill that is taken for granted. Reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2004:185). Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear (Harmer, 2001:199). In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

From the definition above the researcher can conclude that reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. The connection between the writers and the reader is how the writers present their idea or opinion into words in printed form. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

b. Type of Reading

✓ Extensive Reading

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc) (Brown, 2004:313). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge (Harmer, 2001:283). It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

✓ Intensive Reading

Brown explains that intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like (Brown, 2004:312). For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill (Harmer, 2001:286).

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

c. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes:

- ✓ To obtain information for some purposes or because we are curious about some topic.
- ✓ To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- ✓ To act in a play, play a game, do a puzzle.

- ✓ To keep in touch with friends by correspondence or to understand business letter.
- ✓ To know when or where something will take place or what is available.
- ✓ To know what is happening or has happened (as reported in newspapers, magazines, reports).
- ✓ For enjoyment or excitement (Nunan, 1989:34).

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

d. Reading Comprehension

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language

(Richards, Platt, Weber, 1990:54). A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are (Richards, Platt, Weber, 1990:238):

- ✓ Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage
- ✓ Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring
- ✓ Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value
- ✓ Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage

Janette K. Klinger (Janette et al., 2007:2) defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency. It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use

their knowledge of the structure of the language to begin forming a mental nation of the topic.

B. Narrative

In this section, the researcher present some theories related to narrative that are : definition of narrative text, social function of narrative text, types of narrative text, generic structure of narrative text, and language features of narrative text.

a. Definition of narrative text

Narrative text is a text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past. A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident (Mun, Foong, 2008:viii). A narrative tells about something that happened in the past (Bonner, 1994:48). Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

b. Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways.

Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

c. Types of narrative text

There are many types of narrative text, including:

- 1) Romance, typically tells of two lovers who overcome difficulties to end up together.
- 2) Science fiction, uses a setting involving science and technology.
- 3) Humor, the aims to make the audience laugh as part of retelling story.
- 4) Diary – novels, the text presented like diary entries.
- 5) Adventure, typically tells of exciting dangerous journey of experience
(Anderson and Kathy, 1997:28).

d. Generic Structure of Narrative Text

Narrative text consists of generic structure that can be provided as follow:

1) Orientation

It introduces the participants of the story and informs the settings. Normally, the writer explain when the story happened and where the events is taken place.

2) Complication

It tells the rising crises of the events. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part,

narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

3) Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

4) Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events (Knap and Watkins, 2005:223).

The language features of narrative text, they are:

- ✓ Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.
- ✓ Using specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- ✓ Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- ✓ Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- ✓ Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc (Knap and Watkins, 2005:221).

The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

C. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading refers to facilitate the students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best

known of which are reciprocal teaching, cooperative learning and reading recovery (Richards, 2001:207). During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full (Harmer, 2001:70)

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehend
- c. The activity in which comprehension is a part

D. PQ4R Strategy

The beginning experience can be constructed through reading activities. With this activity the students will have a stock of knowledge. One of the strategies that can be develop in order to read is PQ4R (Suprijono, 2009:103).

One of the strategies that the most known for helping students understand and remember the material they read is PQ4R strategy. This strategy is based on PQRST strategy and SQ3R strategy (Trianto, 2002:147) .

The steps of teaching strategy by using PQ4R technique can be seen as follows:

a. Preview

Students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and subtopics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

b. Question

Students formulate the questions for himself. Question can be developed from the simple to the complex question. Question includes what, who, where, when, why and how (Suprijono, 2009:103). Questions were developed for the formation of declarative knowledge, structural and procedural knowledge.

c. Read

At this stage the students find answers to all the question that have been formulated. They give response of what they have read. They look for the answer of the question that they make. According to Vacca and Vacca (1999:425) that in reading activity student search for ideas and information that will answer their question.

4) Reflect

During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read (Suprijono, 2009:104). They try to understand what they read. The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

5) Recite

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form (Suprijono, 2009:104).

6) Review

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to the question that have been formulated.

Table 2.1 the learning steps of using PQ4R technique (Trianto, 2002:150-151)

No.	The steps	Teacher's steps	Students' step
1.	Preview	a. Give the reading materials for students to read. b. Inform to students how to find the main idea/learning objectives to be achieved.	Reading quickly to find the main idea/ learning objectives to be achieved.
2.	Question	a. Inform the students to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the principal idea that found using the words what, why, who, and how.	a. Pay attention to teacher's explanation b. Answer the question that have been made
3.	Read	Instruct students to read and respond / answer the questions that had been	Read actively while providing a

		prepared before.	response to what has been read and answer the questions made
4.	Reflect	Simulating / inform the materials on reading material	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.
5.	Recite	Ask students to make the essence of the whole discussion of the lessons learn today.	<p>a. Ask and answer questions</p> <p>b. See the notes/the essence have been made before</p>

			c. Making the essence of the whole discussion
6.	Review	<p>a. Ask students to read the essence that made from the details of the main idea in their mind.</p> <p>b. Ask students to read back the reading material, if still not sure with their answer</p>	<p>a. Read the essence that have been made</p> <p>b. Read back the literature if still not convinced of the answers that have been made.</p>

From the steps of PQ4R strategy that have been described above, it can be seen that this learning strategy can help students understand the learning material, especially for materials that are more difficult and helps students to concentrate longer.

E. Previous Studies

There are two previous studies related to this study, the first study was conducted by Yoyok Budiono entitle “Penerapan Metode PQ4R (Preview,

Question, Read, Reflect, Recite, Review) Pada Pembelajaran Membaca di SMA Negeri 8 Malang”. Another research by the title of “Efektifitas Strategi PQ4R (*Preview, Question, Read, Reflect, Recite, and Review*) Berkombinasi Mindmap terhadap Hasil Belajar Peserta Didik pada Materi Pokok Klasifikasi Makhhluk Hidup Kelas VII di Mts NU 05 Sunan Katong Kaliwungu Tahun Ajaran 2010/2011” is conducted by Felakhah Khasanah, student of Biology Department of State Islamic Institute Walisongo Semarang.

Related to some of previous studies the researcher finds some differences and similiarities with this study. The similarity between these previous studies and this study is in the variable. All of the study used the same technique that is PQ4R. Firstly a study from Budiono (2011) constructed in Indonesian language while in this study used English language. Budiono used qualitative approach while in this study is used quantitative approach. In addition based on Budiono’s research PQ4R used to teach reading for Germany language while this study PQ4R is used to teach reading skill of English. The differences comes from khasanah’s research. According to a study from Khasanah, PQ4R technique was colaborated with mind mapping to find out the learning outcomes about living things classification. Meanwhile in this study, PQ4R is used to teach reading ability.