

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories that become the bases for the discussion. The purpose of this chapter is to get the understanding of what the basic principles of the study are, so that the problem stated in the previous chapter can be answered. The discussion will be presented in four headings. They are related to reading, the conception of reading comprehension, teaching reading, principles in teaching reading comprehension, strategy in teaching reading, teaching reading by using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy, teaching reading by using KWL (Know- Want- Learn) strategy, and previous study.

A. The Nature of Reading

Reading is one of important skill in English. There are many definition of reading from some views. Day and Bamford (2000) give simple definition of reading as the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive meaning at an understanding. In other word, the readers construct new knowledge from the interaction between texts and their background knowledge.

Reading is the most useful and important skill for many people. It is source of joys. Parel and Jain (2008) state that reading is the most important

activity in any language class. Reading is not only source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. In line with this, Grellet (1981) states that there are two main reasons for reading, firstly is reading for pleasure and secondly is reading for information (in order to find out something or in order to do something with information you get).

Reading is very necessary to widen the mind and expanding knowledge.

Dealing with this Parel and Jain (2008:114) explain that:

“Reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Leisure hours are not only, during the active period of life but also, more significantly during the period when man has retired from active life. Therefore the learner of English must know reading English. The education of a child is imperfect, unless he is supplied every things needed with the ability of reading.”

Reading is essentially a complex process that involves many things. It is involves both perception and thought. Parel and Jain (2008) state reading is an active process which consist of recognition and comprehension skill. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Automatic word recognition is the basic of fluent reading. It is what allows skilled readers to read with apparent ease and lack of effort, rapidly breezing through material. Comprehension is the process of making sense of words, sentence and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies help them understand written text.

Based on the explanation above, can be inferred that reading is a process of understanding a meaning or information of written symbols. The way of reader in building and understanding the meaning of a text is different. It is influenced by their background knowledge. Reading is done with many different purposes. Whatever the reason for reading, the main purpose for reading is to get information of the text.

B. The Conception of Reading Comprehension

Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Grellet (1981) explains that:

“Understanding a written text means extracting the required information from it as efficiently as possible. Understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly rejected the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of text, more detailed comprehension is necessary.”

Comprehension is the process of making sense of words, sentence and connected text. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning trough interaction and environment with written language. It is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. Moreover, Snow (2002:11) encompasses comprehension entails three elements:

1. The reader who is doing the comprehending

2. The text that is to be comprehended
3. The activity in which comprehension is a part

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as reader), and various types of knowledge (vocabulary, linguistic, knowledge of specific comprehension strategies, etc). In addition Snow (2002:14) states that comprehension does not occur by simply extracting meaning from text. The content presented in the text has a critical bearing on reading comprehension. It means, in addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with reader's knowledge. Moreover, in order to reach comprehension, Snow (2002: 15) states that reading activities should lead to an increase in the knowledge a reader has.

Reading comprehension is a very complex activity. So much occurs inside the mind of a reader as the eyes glide over the printed words (Lewin 2003:2). Reading as a complex process made up of several interlocking skills and process. These skills and strategies are employed before, during, and after reading. Good readers are always asking themselves questions before, during and after reading. Effective readers can understand and remember what they read. They can summarize and discuss the content and demonstrate their comprehension of the text. In other word, an effective reader can analyze and evaluate what they read.

Based on the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message. Reading comprehension is simultaneous process, they are the reader, text, and also the activity.

C. Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn.

Teaching can be defined as a process of learning where the teachers as educators convey or show the learners to learn how to do something, give instruction, guide in the study of something, provide with knowledge, understand with knowledge, and also give new knowledge. Brown (2002) says that teaching cannot be defined as a part of learning. It is guiding, facilitating the students or setting the classroom. Zacarian and Haynes (2010:16) state that teaching and learning activities must be based on deliberate and explicit instruction that allows multiple opportunities for: (1) Students understanding of the lesson's key content goals and activities;(2) Teacher modeling of activities

before students engage in them;(3) Frequent opportunities for students to practice activities comfortably; and (4) Multiple and repeated connections to student's personal, cultural, linguistic, social and academic experiences. Moreover (Cohen, 1994; Echevarria et al., 2008; Faltis & Hudelson, 1998 in Zacarian and Haynes (2010) state that teaching and learning occurs best when teachers provide students with frequent opportunities to participate and interact with others.

Regarding to some explanation above, it can be concluded that teaching is a process that includes teacher and learner where the teachers convey the knowledge and able to manage the environment in a good condition to make the process of teaching learning can be successfully. Beside that teaching reading can be defined as the activities that the teacher done in order to make the students are able to comprehend the content of the text.

D. Teaching reading in junior high school

Teaching reading in junior high school is not easy for the teacher. The teacher should introduce English to the students. Since in elementary school the students only has been introduced to a basic of English. They were just introduced to English vocabularies not the skills.

In junior high school, the students are expected to master the four skills of English especially in reading. Since reading is the most important one among four English skills.

To achieve successful in teaching reading, the teacher should inform the students their learning purpose first. Knowing the purpose first is important for

the students, since by understanding the purpose of reading, the students can focus on what they want so that they can read effectively. Nuttal (2003) states that the purpose of reading strongly influences the way the reader tackle the text. So that, the teacher should help the students to set the purpose of reading before the teaching reading is started.

Besides setting the purpose, the teacher should ensure that the materials for teaching reading are suitable for the students. The texts are chosen must suitable for the need of the learners. If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant. Moreover, the reading materials chosen must be based on the curriculum.

Related to teaching reading, here are the materials used in teaching in junior high school:

1. Descriptive text

A descriptive text is a text which function is to describe the characteristics or features of a particular thing, phenomenon, person or place.

2. Narrative text

A narrative text is text which has purpose to amuse or entertain the reader through the real experience or an imagination.

3. Recount text

A recount text is text that telling the reader about one story, action or activity which happened. It has purpose to retell a series of events for purpose of informing or entertaining.

E. Principles in teaching reading comprehension

In teaching of reading, the teacher cannot directly teach by giving text and asks the students to understand it. There are some principles which have to be considered by the teacher. According to Harmer (1998) there are six principles in teaching reading. They are described as follows:

1. The teacher need to understand that reading is not a passive skill

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It is an active process which consists of recognition and comprehension skill. It is includes the understanding of word meaning, the arguments stated in the text and working out with the arguments.

2. The teacher has to make the students enjoy reading the passage

The teacher should make the students interested in reading. When the students do not enjoy reading, they will get nothing from it. In contrast, when the students enjoy and interested in what they are reading, they will get benefit. They will get more information and knowledge.

3. The teacher needs to encourage the students in responding to the content of a reading text, not just to the language being used in the text.

The students have to respond to the meaning of the text and express their feelings about the topic of the text. In this case, the teacher has responsibility to encourage the students to do that.

4. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. The teacher should ask the students to predict what the text will be about based on the title or picture on the cover. By doing this, the students will actively start the process of reading.

5. The teacher has to match the tasks to the topic

The teacher should give a good task to the students to check their comprehension. Good task are those that suitable for the topic being discussed.

6. The teacher should exploit reading texts to the full

It means that the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, gives additional tasks to the students.

F. Strategy in Teaching Reading

The use of strategies in teaching reading is very important. The use of strategy will influence the students reading comprehension. Fielding and Pearson (1994 in Malley & Pierce p.95) state that reading comprehension can be increased by teaching comprehension strategies directly. Many reading strategies can be taught directly, including: using background knowledge to

make inferences, finding the main idea, identifying source of information needed to answer question, and using story or text structure to aid comprehension. Moreover, Snow (2002:32) stated that instruction can be effective in providing students with a repertoire of strategies that promote comprehension, monitoring and foster comprehension. Instruction in how to employ strategies is necessary to improve comprehension. To further enhance comprehension, the students also use strategies that help them retain, organize and evaluate the information they are reading. In line with this Malley & Pierce state that more skilled readers have a higher awareness of reading strategies and are better able to match them appropriately to text than less skilled readers. Good readers read with a purpose, summarize main ideas, organize information, and monitor comprehension as they read. If a breakdown in comprehension occurs, good readers may apply one or more reading strategies. There are five strategies proposed by Zacarian & Haynes (2010:74):

1. Activating background knowledge by making connections

Activating student's background knowledge helps the reader to connect their prior experience, or scheme, to the reading material. The reader's background knowledge plays an important role in the reader's ability to comprehend the text. Cooper (2000) stated that in the process of comprehending the reader relates the new information presented by the author to old information stored in the reader's mind. When the reader can connect what he or she is reading with something already known or understood, background knowledge is being utilized to make sense of the

new information. Therefore, the teacher has to help the students to explore what they already know about the text.

2. Asking mental question to self-check comprehension.

Good readers are always asking themselves questions before, during and after reading. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not. To get the students started with this, the teacher can do some following ways, they are (1) ask the students to predict what the text will be about based on the title or picture on the cover; (2) explain that a prediction is a guess, it means that it doesn't have to be correct, it just needs to make sense. Teach the students that their prediction might change as they read; (3) help students identify stopping place in the text where they should think of question or make prediction.

3. Learning how to make inferences about what is read

Good readers draw inferences while they read. The readers need to learn strategies to infer meaning by making connections to prior knowledge, visualizing, and predicting. In inferencing, the reader has to find some of the clues, and then combine it to their background knowledge and past experience to interpret the meaning of the text.

4. Determining the importance of information in a text

Good readers can distinguish between important and unimportant information in nonfiction text. This ability is a key to understanding the content that the students must read.

5. Synthesizing information that is learned

Good readers know how to summarize important information and incorporate it into their schema or background knowledge. As the students read, they are on an internal conversation, asking themselves what they understand or do not understand. When the students synthesize information, they do more than retell what they have read. They retell what they read from two points of view, that of their own experience and that of the authors in their reading.

G. Teaching Reading by Using PQ4R Strategy

1. Definition of PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy

PQ4R strategy is strategy used for help the students in remembering what they have read, and helping teaching and learning activity of reading (Trianto,2007: 146). PQ4R is an acronym for Preview, Question, Read, Reflect, Recite and Review. By using PQ4R strategy can improve the students reading ability because it will help the students to understand the text easily and well.

PQ4R is one of the good strategies that can help the students to understand and to remember the material they have read (Thomas and Robinson: 1972 in Mediana Manalu, 2014). PQ4R is an elaboration strategy that can help the students in learning activity about reading. PQ4R strategy has six steps and systematically combines a whole series of

important learning strategies. By this strategy, reading activity is proposed to make the students comprehend what the text about.

PQ4R strategy is strategy in teaching and learning process that can improve the students' comprehension ability; it is because this strategy develops the reading skill through comprehension of reading structure and key word identification (Thomas and Robinson in Fikri Zainul: 2013). Learning process using PQ4R strategy is divided into three steps, namely: a) pre-reading activity that consist of draw up the reading material, read the reading material at glance (preview) and conduct some question related to the text (question); b) reading activity consist of read the reading material silently (read), reflection and retell what the text about (recite); c) post-reading activity consist of review the reading text (Abidin, in Fikri Zainul: 2013).

2. Steps in Using PQ4R Strategy

PQ4R strategy provides the students in some activities that can help them deal with the text more easily. Here some activities that can be done in PQ4R strategy:

a. Preview

In this first step, the students are intended to read quickly before starting to read. They can start with read the topic, sub-main topic, title and one or two sentences in every paragraph to get the main point. If they know the main point, they will easy to understand a whole idea about the text. According to Vacca and Vacca (1999:423) students

preview the material to anticipate content, make plans for reading, and develop a mental framework for ideas to be encountered in the text.

b. Question

Students should make question for each main topic of the passage. They should use the title, or the main topic to help them in making question. The question should covered “what, who, why or how”. The questions they made were very helpful in their reading activity. If the students read to answer the question, they will read carefully to remember the passage well in order to know the answer. Vacca and Vacca (1999:425) also stated that students raise question with the expectation that they will find answer in the text. As a result of this activity, students became involved in a search for answer during reading.

c. Read

The third step was the students read the passage actively. It was by giving respond toward what they have read. They should not take a long note. They should try to find the answer of the questions they made.

d. Reflect

Reflect was not separated with read step. It was essential component of the three steps before. During reading, the students not only memorize but further they must comprehend the information of the text. It was done by connecting the information they got with their prior knowledge.

e. Recite

In this step, the students were asked to remember the information that they have read by stating the main point clearly. The student could use the note. From the notes, the students were asked to make summary of what they have read. Mangal (2005:270) states that the information provided in the material is remembered through recitation and recall both orally and in writing.

f. Review

In this last activity, the students read their summary or reread the whole passage if needed and they should answer the questions that they got before.

From the steps of PQ4R strategy above, it can be concluded that PQ4R strategy is elaboration strategy that consist of some steps that can help the students in comprehending the material especially reading text. The students will easy to understand and comprehending the text by following some steps in this strategy.

3. The Advantages of Using PQ4R Strategy

PQ4R strategy has some benefit. Below are some benefits of the using of PQ4R strategy in improving the students' reading comprehension:

- a. PQ4R strategy enables the students to process the material more deeply and think about its implication. According to Burns, et al (1988) state that PQ4R strategy helps the students remember content material better than simply reading material. By following the steps creating and

answering questions about the material forces the students to process the information more deeply and with greater elaboration.

- b. PQ4R strategy helps the students comprehend better, concentrate better and retain better (Sanacore,2000:3). PQ4R strategy can save time and make students become more efficient reader, because they can read actively. It make easier to concentrate and retain new information.
- c. PQ4R strategy can encourage the students to read carefully. According to Wong (1994), the read step of PQ4R encourages to read carefully. Read paragraph by paragraph of textbook. During reading step, students may read the selection thoroughly as many times as necessary for maximum comprehension.
- d. PQ4R strategy helps the students get deeper understanding about the reading material. As Woolfolk (2004:300) states that:

“First, following the steps makes students more aware of the organization of a given chapter. Next, these steps require students to study the chapter in section instead of trying to learn all the information at once. This makes use of distributed practice. Creating and answering questions about the material forces students to process the information more deeply and with greater elaboration.”

H. Teaching Reading by Using KWL Strategy

1. Definition of KWL (Know - Want – Learnt)

Know-Want Learnt (KWL) strategy is an instructional reading strategy that is used to activate student’s background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Peregoy & Boyle in

Yuniarti:2013). KWL strategy uses graphic organizer namely KWL chart to help the students record their thinking process before, during and after reading. It is designed to activate the students' background knowledge. Ogle (cited in Ros & Vaughn, 2002: 179 in Yuniarti: 2013) KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process.

Know-Want-Learnt (KWL) consists of three basic stages (Ros&Yaughn inYuniarti: 2013). They are K stage, W stage and L stage. In the K stage: *What I Know*, the students access their background knowledge to the text by listing what they already know about the topic. Then in W stage: *What I want to know*, the students determine what they want to know by making question related to the topic, and finally assess what they learn in the L stage: *What I Learnt*.

The charts must be completed by the students during the thinking – reading process. The first two sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. KWL charts helps students to be active thinkers while they read, gives them specific things to look for and get them reflect on what they have learnt. The three stages in KWL are exactly the same as how reader processes to comprehend the text. Each column in the chart shows the process of comprehending the text.

From the definition above, it can be concluded that KWL strategy is a strategy which has well-organized steps to be followed by the students to improve reading comprehension by activating prior knowledge.

2. Steps in Using KWL (Know – Want – Learnt) Strategy

KWL (Know – Want – Learnt) strategy consist of three basic steps representative of the cognitive or metacognitive steps employed by the students as they utilize the strategy, accessing *What I Know*, determining *What I Want o Know*, and recalling *What I Learnt* (Ros&Yaughn inYuniarti: 2013). There is a simple worksheet for the students to assist the students in using KWL strategy namely KWL chart.

In *Know* step, the teacher starts by using a brainstorming procedure. The brainstorming that precedes reading needs to have as its goal the activation of whatever knowledge or structures the readers have that will help them interpret what they read (Ogle:1986). In this step, the teacher and the students involve in a discussion to assist students in thinking about what they already know about the topic of the reading material.

During *What I Want to Know* step, the teacher and the students discuss what they want to learn from the text. Before the students begin to read, they write down on their own worksheet the specific questions that they are most interested in having answered and they want to know about the text. The teacher's role in this stage is central. The teacher must

highlight the students' disagreements and gaps in information and help the students raise questions that focus their attention and energize their reading (Ogle:1986)

The last step is *What I Learnt* step. In this step, the students write what they have learnt from reading. They should check their questions to determine if the reading text dealt with their concern. Each student should have the opportunity of having his/her questions answered. In this step, the student can monitor their own comprehension.

3. The Advantages of Using PQ4R Strategy

KWL strategy has some advantages. Below, there are some advantages of KWL strategy.

a. Helping the students in accessing their prior knowledge

To read well, we must access the knowledge we already have about the topic, or make it available appropriately so that comprehension can occur (Anderson and pichert, 1978; Bransford,1983 in Ogle:1986). The use of KWL strategy can helps the students access and check their prior knowledge of a topic before learning about it (the K of KWL)

b. Building the student's interest in reading

The use of KWL strategy can build the students' interest in what the students want to know about the topic. Their own questions about the topic can increase their interest because they will feel curious and

want to finding out what would really happen in the text. In addition, they want to answer their own questions.

c. Providing a chance for the students to assess what they have learnt

By completing the L column, the students assess what they have learnt about the text, after they read. By completing the last column namely *What I Learnt* column, the students record the information they get from the text. Here, the students can assess their own thinking process (Ros & Vaughn in Yuniarti: 2013)