

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the relevant theoretical and empirical review to the present study includes the definition of reading, definition of reading comprehension, definition of narrative text, significance reading activity, *PQRST Technique*, and assessment of reading Comprehension.

A. Definition of Reading.

There are many definition of reading. These can be studied from a list of different definitions of reading it is defined from different point of view. According to Lado in *Language Testing, The Construction and Use of Foreign Language Tests*, "Reading in a foreign language consists of grasping meaning in that language though its written representation" (Lado, 1967:223).

Based on Pang, et all (2003:6), reading is about understanding written texts. It is complex activity that involves that perception and though. Reading consists of two related processes: word recognition and comprehension.

According Harris & Sipay as quoted by Sukiyah Kustaryo in Fitrohturrohmah(2011 : 11) " Reading is concerned mainly with learning to recognize the ranted symbols that represent language and to respond intellectually when being asked about the content of the text he has read.

B. Types of Reading

According Parel and Jain (2008:117) there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading and Aloud Reading.

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy.

Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading:

- a. This reading helps learner to develop active vocabulary.
- b. Teacher play main role in this reading.
- c. Linguistic items are developed.

- d. This reading aims at active use of language.
- e. Intensive reading is reading aloud.
- f. In Intensive reading speech habit are emphasized and accent, stress, intonation

and rhythm can be corrected.

2. Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book. On occasions, the class may divide into groups to read interrelated materials. Each group may prepare some part of the project on some present a group repots to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

Characteristics of Extensive reading:

- a. It helps learners to develop to active vocabulary.
- b. Extensive reading is silent reading.
- c. In extensive reading the subject matter is emphasized.
- d. In the extensive reading the learners play the main role because they ask for measures.
- e. In extensive reading the idea can be developed.
- f. The aim of extensive reading is to enrich the learners' knowledge.
- g. Through extensive reading the good reading habit can be developed.

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

- a. The material which teacher present before students should be according to previous knowledge of the students or related to their own experience.
- b. The teacher should emphasize on the stress of learners.
- c. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, be should correct it. Correction should be friendly and productive.
- d. The teacher should care about all readers. Should also draw his attention toward weak readers.
- e. While teacher present model reading, this model reading should be according the level of readers, so that readers could understand it very well and pronounce very well.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

Teaching reading is very important skill because this is stage where the knowledge of learners starts to flight. How teacher can make the teaching reading by silent reading effective:

- a. Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.
- b. Teacher should not allow the student to murmuring while reading.
- c. The subject matter should be interested and effective and selected from the reading material developed for it.
- d. Eclectic approach can be used by teacher for better comprehension and understanding.

C. Significance of Reading Activity

Generally reading activity is divided into three different activities namely prereading activity, during-reading activity and post-reading activity. Lenz (2005:94) stated that there are the three stages of reading activity. The three stages are before-reading, during-reading, and after-reading is in form of continuous activity.

Those stages will be explained as follows:

1. Pre-reading activity

Pre-reading activity consists of some strategies that a student learns to use to get ready to read a text. These strategies help student

get an idea of what the writer might trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. These strategies could include surveying pictures, pre –teaching vocabularies, reading instructions, and summaries, creating a pre –reading outline, creating questions that might need to be answered, making predictions that need to be confirmed, etc.

2. During-reading activity

During-reading activity consists of some strategies that students learn to use while they are reading a text. These strategies help the student focuses on how to determine what the writer is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the before-reading strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. That were generated before reading and then using this information to digest what they are reading.

3. After-reading activity

After-reading activity consists of some strategies that students learn to use when they have completed reading a text. These strategies are used to help the students „look back“ and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to

follow up and confirm what was learned (e.g. evaluate own comprehension and summarization) for the use of before and during reading activity. From all of the previous explanations, it can be said that in reading a text, there are three stages that should be accomplished by students; they are before reading activity that helps students predict what they already know or to activate their prior knowledge; during-reading activity that helps students to understand what is actually said by the writer; and the last after-reading activity which is aimed at helping students to summarize the author's message and also evaluate their understanding the overall of the text.

D. Narrative text

Narrative text describes a sequence of events or tells a story, in other words, narrative text describes an experience. It will drive the participant to make effort in solving the crisis. However it can be better or worse.

A narrative text is organized by using story grammar. Story grammar is knowledge of how stories are organized with the beginning of the story containing the setting, the character, and the characters' problems. The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and built excitement as the story progresses.

Communicative purpose: To amuse, to entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problematic

events which lead to a crisis or turning point of some kind, which in turns finds a resolution

Generic structure of narrative text as follows:

Orientation : The first paragraph presents information about the participant of the story. In literary turn, the participant is called character. Orientation commonly introduces information about Whom, Where, and When.

Complication : Paragraph two explores the niche of the story. That is conflict among the characters of the story this conflict will involve physical and psychological conflict the conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

Resolution : The last paragraph closes the story by solving the crisis. However it can be better or worse

The characteristics of narrative text are as follows:

- a. Narrative text is the specific participant and individual
- b. Narrative text is many action verb (material processes), and also use verbal and mental process.
- c. Narrative text is usually use past tense.
- d. Narrative text is use more linking words dealing with time

- e. Narrative text is often use dialogue, and tense perhaps change.
- f. Narrative text is descriptive language used to create the imagination in reader's mind.
- g. Narrative text is can be written as the first person, or third person (He, She, And They).
- h.

E. Teaching Reading

Psycholinguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

1. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of text.

Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the text.

2. During/whilst Reading Activities

During/whilst reading activities are the activities that reader does while reading takes place. Mukhroji (2011:69) mentions that while reading includes : (a) identify the main idea, (b) finding detail the text, (c) following a sequence, (d) inferring from the text, and € recognizing the discourse patterns.

During/whilst reading activities are instructional activities that are going on while reading activities are happening. According to Greenwoon (in Mukhroji; 2011), five activities to do in while reading. First, readers identify main idea of the text, through giving a title, selecting the most appropriate title, and identifying topic sentence through skimming. Second, readers identify main idea of the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text using their schemata and experience.

Mealey and Nist (in Mukhroji: 2011:69) suggest questioning techniques and guides as strategies during reading activities. Questioning technique involves prompting the retrieval of prior knowledge, focusing attention on checking literal meaning. Inferring and applying comprehension of information, and predicting possible test items. Questioning in reading

F. PQRST (Preview, Question, Read, State, Test) Technique

PQRST was found by Thomas F. Stanton. This method is used to improve reading competency. PQRST method is one method of reading which is similar or even same as the SQ3R method. PQRST 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 (Nurhadi, 1987) PQRST method in this study is a method of reading the passage which consists of five activities; preview, question, read, state / summarize, and test and some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, sentences, main ideas, and ideas of explanatory. The method is clearly illustrated below. Champion (2006:58) argues that PQRST strategy also increases the extent to which information is processed by the brain, but it is used for written material, such as that in a newspaper's article.

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

1. Preview

In the first step, the students preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter,

paying special Attention to headings of main sections and sub-sections and glancing at pictures and illustrations. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized.

2. Question

In this step, the students try to ask specific questions in their mind about a reading assignment. The students can start this stage by turning the chapter headings and sub headings into questions.

3. Read

Next, the students read the material in detail. As the students read, they try to answer the question which asked in the step Question. Besides, they can give underline the difficult word and pay attention the main idea.

4. Self-Recitation / Summarize

After the students have finished reading the section, the students try to recall the main ideas and recite the information. Self-Recital is a powerful means of fixing the material on the students' memory. The students try to recite the information loudly. Self-Recitation will reveal blanks in the students' knowledge and help them organize the information in their mind.

5. Test

In this final step of PQRST technique, to know and remember what the students have read. The students try to test themselves and review all the materials. If the student made notes, read through these. Think about the relevance of what the students learn and how it all fits together. Reread any chapter summaries.

G. Teaching reading narrative text using PQRST technique.

The step teaching reading narrative text using PQRST :

1. Make the groups consist of 4 students.
2. Teacher give narrative text for students
3. Ask student to read by skimming the text than make question based on the text.
4. Than ask student to read the text carefully to answer the question.
5. The last ask student to make summary from the text and presentation in frond of the class.

H. Assessment of Reading Comprehension

Assessment used to determine the quality of students' work. Luongo (2003:7) states that authentic assessment involves students in task that requires the application of knowledge and skills in real-life situations. These alternative methods offer real-world challenges and frameworks, such as audiences, for demonstrating concepts and strategies that students have learned. Authentic assessment rooted in classroom instruction, address education goals and groups

of learning objectives. These practices place greater emphasis on problem solving, critical thinking, comprehension, and reasoning, or self-reflection skills than traditional assessment techniques. Final products include exhibitions, performances that permit more than one solution. The formats for students work recognize students' multiple intelligences, different learning style and varying developmental levels.

According to Chambers and Gregory (2006:162) states that a function of any assessment regime is that it should act as a guide to reinforcing teachers' priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the learning process and outcomes of their degree program is not so much an invitation to teachers to work these things out for themselves as it may at first sight. Hill in Hernawati (2011:31-32) add that the combination of the reading test is:

1. Multiple-choice Question

The multiple choice question have four possible labeled A, B, C, D. then students will choose one answer per question. Each question correctly answered is given one point.

2. Short –answer Question

The short answer questions have a "Read, Think, and Explain" symbol next to them. Students should spend about three to five minutes answering each short-answer questions on the lines provided. Each

question answered correctly is given up to two points; partial credit is given. There can be some variation in the answer.

3. Long-answer Question

The long answer questions have a read “Read, Thinking and Explain” symbols with more lines next to them. Students should spend about seven to ten minutes answering each long-answer question on the lines provided. Each question correctly answered given up to four points and partial credit is given. There can be some variation in the answers. The material of reading comprehension test should be closely related to the precise type of practical material conducted by the teacher to develop reading skill, so the test would be helpful to attempt to identify some of the specific skills involving in reading. (Patel and Jai, 2008:130). In relation to this study, the students’ reading comprehension will be ensured through administering a series of post test in the form of multiple choice test.

I. Previous of The Study

First, Angga Kadek “Improving reading comprehension through *PQRST* of eight grade student of SMPN 2 Banjarangkan”. State that *PQRST technique* an effective to improve reading comprehension student. Before using *PQRST technique* most of student difficult to understand the text, and after using *PQRST technique* the student more easy to understand the content of the text. Second, Elisabet, Rahayu Apriliaswati, “Teaching Reading Comprehension of Descriptive Text Through *PQRST* Technique based on Whole Language Give

conclusion that the result of research showed that the action hypothesis was accepted. By using Preview, Question, Read, Summary and Test (PQRST) technique, the ability of students' reading comprehension of eighth grade of SMP Negeri 24 Pontianak in academic year 2013/2014 improved. The students had improved their reading comprehension on descriptive text.