

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is a highlight of some theories related with the study as the references and basic of the research. This chapter covers about reading, the strategy in teaching reading and PQ4R. The explanation will be stated as follow.

#### **A. Reading**

##### **1. Definition of Reading**

There are many definitions of reading. Definition of reading appear in various perspectives, each of which is complimentary; among other are comprehension, interaction of symbols, decoding, mental process, and interactive process. Primarily, reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print (Vacca, Vacca and Gove, 1991 in Mukhroji in Cahyono and Mukminatien, 2011: 57).

Snow (2002: 11) states that reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help

them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Reading is an essential skill for learners of English as a second language since it can ensure success not only in learning English but also in any content class where reading in English is required (Nunan, 2003:69). Reading is not merely sounding the written language into spoken, either orally or silently. Reading is a process of understanding written language (Rumelhart, 1985 in Mukhroji in Cahyono and Mukminatien, 2011: 57) although there are a lot of definitions of reading, there is no single definition which can exactly define what reading is. One definition might be different from another (Nuttall, 2000: 1). It is because someone defines what reading is based on their purpose in reading. One who reads for pleasure will define reading differently from one who reads for information in the classroom context. In this study, reading is focus on the classroom context in which the students read for detail information.

Referring to the definition of reading above, Nuttall (2000: 2) defines reading as understanding the meaning of a text. The way of reader in building and understanding the meaning of a text is different. It is influenced by their background knowledge. When the reader reads the text, there will be a process of transforming meaning from the writer to the reader. The process of transforming meaning is called as reading.

Reading is done with many different purposes. Nuttall (2000) says that whatever the reason for reading, the main purpose for reading is to get

information from the text. It may be facts, enjoyment, ideas, or feeling. It depends on the purpose of the reader. Therefore, through reading, reader can get a lot of information for their daily lives. The information is needed to be comprehended.

To achieve reading comprehension, a reader should do some strategies. May (2001: 116) proposes seven strategies to achieve comprehension. A reader should: (1) predict the next words, (2) confirming his/her prediction, (3) changing his/her prediction if necessary, (4) correcting his/her own miscues, (5) using substitution that get us closer to the author's meaning, (6) using omissions and insertions to make the author's language sound more like to his/her language, and (7) stalling for think-time by representing words or phrases. Those seven strategies point out that predicting plays an important role in achieving reading comprehension. Prediction is important since it can activate schemata, experiences or any related knowledge that a reader has already had in mind (Nuttall, 2000: 13). Prediction can be done by making some questions related to the text about what will happen in the next. By making prediction, it is expected that a reader can read more effectively and easier in comprehending the text they read.

## 2. Teaching Reading

Students should know what the purpose of reading is before they are taught reading lesson. So that is why before teaching reading, a teacher should inform students about their purpose first. Knowing the purpose first is important for them since by understanding the purpose of reading, the

students can focus on what they want so that they can read effectively. Nuttall (2000: 3) suggests that the purpose of reading strongly influences the way the reader tackle the text. Since the purpose of reading has an important role in reading, the teacher should help the students to set the purpose of reading before the teaching of reading is started.

Setting the purpose of reading is not the only factor that influence the students deal with the text easily. How the students deal with the text is also influence by other factors not only by setting the purpose. Those factors are the abilities to remember the main ideas, as well as a number of details that elaborate the main and supporting ideas in the text, recognize and build rhetorical frames that organize the information in the text, and link the text to the students' background knowledge (Grabe and Stoller, 2002: 13). Therefore, in the teaching of reading, the teacher should provide strategy and activity in which the students can identify the main and supporting ideas, rhetorical frames, and help the students activate their background knowledge.

### 3. Teaching Reading in Junior High School

Teaching reading in junior high school is not easy for the teacher since the teacher should introduce English to the students. Even though in elementary school the student has been introduced to English, but it is only a basic. They are introduced to English vocabularies not the skills.

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

Teaching material is one of the components to succeed teaching learning process. Related to teaching reading, here are the materials used in teaching reading in junior high school.

a. Descriptive text

A descriptive text is a text which function is to describe and classify information. Informative reports usually talk or tell about person, particular thing or place.

b. Narrative text

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

c. Recount text

A recount text is a text that telling the reader about one story, action or activity. It tells what happened. As the other kinds of text, it also has purpose that is to retell events for the purpose of informing or entertaining.

4. Recount Text

A recount text is a text which retell about an event, action, activity or personal experience. It tells what happened in the story. As the other kinds of text, it is also has a goal that is to retell events to the reader for the purpose of informing or entertaining the reader. Recount text has general structure pattern, such as orientation, events and re-orientation. The structure pattern of recount text can be explained by how the story goes, started from the beginning, the sequence of events until how the story ends.

a. Orientation

It is an introduction tells who was involved, what happened, where the events took place, and when it happened.

b. Events (in time order)

It tells what happened and in what sequence. In this part can contain of personal comment about the event retold.

c. Reorientation

It consists of optional-closure of events/ ending.

In recount text, there are three kinds of recount text. They are personal recount, factual recount and imaginative.

a. Personal recount

It is recount text that retell about the writer's personal experience.

b. Factual recount

It is a report about the event that really happen, such as a report about science experiment or report of a police.

c. Imaginative

It is a recount text that the event is not really happen. Here, the writer makes imaginative story and then write the story using setting in the past.

When the reader reads recount text, they will find the characteristic of it because every genre of text has its own characteristic. There are several characteristics of recount text, they are: using sentences in the past tense, using action verbs, using adverbs and adverbial phrase to show the

time, place and ways, and the last is using conjunction and time connectives to make the story happen in time order.

#### 5. The Principle of Teaching Reading

In teach reading comprehension, it does not always ask the students to read then give them questions to be answered to measure their comprehension. Yet, there are some principles that should be taken into account. Those principles will keep the teacher teach in a good way.

Nunan (2003: 74-78) proposes eight principles for teaching reading.

They are:

##### a. Exploit the reader's background knowledge

Background knowledge includes all experiences, knowledge of how texts can be organized rhetorically, it helps the students to better understand the ideas of the authors (McNeil, 1992: 22), knowledge of how first language works, knowledge of how second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching structure, and so on (Nunan, 2003: 4).

At the beginning of teaching reading, it is better for the teacher to stimulate the students to activate their background knowledge. The teacher may set the purpose of reading, ask question related to the text, or ask them to make prediction what the text is about.

b. Build a strong vocabulary base

Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meaning of less frequent vocabulary (Nunan, 2003: 74). Yet, teaching a pre-reading vocabulary for a given text greatly enhances readers' comprehension of the text and the vocabulary growth (McNeil, 1992: 125).

It can be concluded that there is no single way to build a vocabulary base. The combination of these two explanations above is also possible to do. The teacher might teach pre-reading vocabulary for a given text then ask the students to define the meaning based on the context. The context is taken into account since there are some possible meanings for one word. Therefore, during the reading activity, the students do not need to be confused with unfamiliar words so that they can still focus on the meaning of the text, not the meaning of the unfamiliar words.

c. Teach for comprehension

In order to teach for comprehension, the readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. Asking the students to engage with meaning and develop ideas will be better than asking them to retrieve information from the text (Nunan, 2003: 75).



d. Work on increasing reading rate

Much of second language learners' reading is not fluent. Therefore, it is important to develop fluent reader. It is because readers should spend more time analyzing and synthesizing the content of the reading so that they can comprehend it better (Nunan, 2003: 76). It means that fluent reader find less difficulties in reading a text. Therefore, they have more time to analyze and synthesize the text. As a result, they can comprehend it better. In other words, fluent readers can comprehend the text better.

e. Teach reading strategies

A range of strategies may be used to achieve the desired result. The students can choose the strategy that matches to their purpose of reading (Nunan, 2003: 76). It is because certain purpose of reading needs certain strategy. For instance, when the reader needs to find date birth of a famous character, she/he does not need to read the whole passages. She/he can do scanning instead.

f. Encourage reader to transform strategies into skills

A strategy is conscious actions that learners take to achieve desired goals and objectives. Skill is a strategy that has become automatic (Nunan, 2003: 77). It means that when the reader is introduced to a strategy, she/he will use it consciously. If this strategy is used constantly, she/he will use it unconsciously. It means that the strategy has transformed to be a skill.

g. Build assessment and evaluation into the teaching

In reading classroom, assessment activities should be included. The assessment can be both quantitative and qualitative (Nunan, 2003: 77). Quantitative assessment can be in the form of test while qualitative assessment can be in the form of reading journals responses, reading interest surveys, and responses to reading strategy checklists. These assessments are good to measure students' understanding of the material and their opinion about the teaching-learning process.

h. Strive for continuous improvement as a reading teacher.

Reading teachers should view themselves as facilitators, helping each reader discover what works best (Nunan, 2003: 77). It is important for those who want to be a success reading teacher to understand the nature of reading process (Anders, Hoffman, and Diffy, 2000 in Nunan, 2003: 77, 78). If they understand it well, they can decide the best thing to do. It is expected that they can improve their ability in teaching.

6. The Activity of Reading

In reading, there are some activities that can be done. According to Halley and Austin (2004: 172), there are three kinds of reading activities: before reading, while reading, and after reading activities.

a. Before reading activity

There are some activities that can be done. The students may skim the text for general ideas, read the introduction and conclusion, and do semantic mapping (Halley and Austin, 2004: 172). Moreover, in this

activity, it is better for the students or readers to activate their background knowledge. There are some ways to activate background knowledge as what have been already mentioned in the principles of teaching reading. It can be activated by setting goals, asking questions, making prediction and teaching structure (Nunan, 2003: 4). From explanations above, it can be concluded that in before reading activity, building background knowledge is the most important part of reading. This is in line with PQ4R learning strategy in which the students having preview activity and make some questions to predict the text they are going to read. So, before starting reading, PQ4R learning strategy gets the students to predict what the text is about to activate their background knowledge related to the text.

b. While reading activity

In this activity, the students may predict the main idea of each paragraph, skip unknown words, guessing meaning from context, and draw pictures to demonstrate what reader understood (Halley and Austin, 2004: 172). This activity is the main activity of all in which the students elaborate the text they read. McNeil (1992: 82) suggests that underlining, note taking, and categorizing are important ways to induce elaboration. By marking, at least the students are able to identify the main idea of each paragraph. It will help them comprehend the text.

c. After reading activity

In after reading activity, the students may retell what they think the author has said, relate the text to the students' own experience, and respond to the text (Halley and Austin, 2004: 172). Asking the students questions is also possible to do since it will help them retain the information that answer the questions and other information addressed while reading a text (McNeil, 1992: 82). The activity the students do after reading is good for strengthening their memorizing about what they have read. PQ4R provide the students activity after reading that is through memorize, make summary and answer question.

**B. PQ4R (Preview, Question, Read, Reflect, Recite, Review)**

1. Definition of PQ4R

PQ4R strategy is a strategy that can be applied to help students in remembering what they have read and able to help teaching learning process in the class that is held by reading text or reading book (Trianto, 2007: 146 in Ahmad and Damayanti, 2013). PQ4R is an acronym for preview, question, read, reflect, recite and review. This strategy is a good strategy in teaching learning process that can be adapted for students in all of age. The PQ4R learning strategy is learnt in one subject area can easily be applied to many other subjects. The PQ4R learning strategy encompasses almost all other learning strategies in it. It has six steps and systematically combines a whole series of important learning strategies.

The PQ4R strategy goes like: Preview, Question, Read, Reflect, Recite, and Review.

PQ4R strategy is one of elaboration strategy. This strategy used to help students to remember what they have read and help the teaching learning process related to reading or teaching learning process that is done with a book (Sudarman, 2009: 69-70). Reading activity is proposed to make students comprehend what the text tells them about.

Since in this strategy the main activity is reading text or book, so reading is the main activity that student should do. They should have a good habit in reading whether reading text, book or another reading book. By reading, student will get knowledge and they can develop their ability to get success in the future.

## 2. The Strategy of PQ4R

PQ4R, as the strategy used to teach reading, provide the students some activities that can help them deal with the text more easily. Here are some activity that can be done in PQ4R is:

### a. Preview

The first step is intended to enable students to read quickly before starting to read. Students start with reading the topics, sub main topics, title and sub-title, sentence in the first and last paragraph or summary in the end of chapter. If there is no of the stated above, the students can read fast in every one or two sentences, so they will get the main point of what they will learn. Students should also concern on the main topic sentence. It will make students easier to understand the whole

sentences of the paragraph. While, according 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 that about the passage. They should use the title, sub-title, or the main topic to help them. Begin the question using “what, who, why or how”. If they read by answer question, they will read carefully to remember the passage well. Vacca and Vacca (1999: 425) also state that students raise question with the expectation that they will find answer in the text. When students raise questions about the content of materials, they are likely to examine the extent of their own uncertainty and to find out what they do not know about the information they will acquire during reading. As a result of this activity, students become involved in a search for answer during reading.

c. Read

Read the passage actively, that is by giving respond of what they have read. Students should never take long note. They should try to find the answer of the question that they make. This statement also strengthened by Vacca and Vacca (1999: 425) that in reading activity student search for ideas and information that will answer their question.

d. Reflect

Reflect is not separated step with read, but reflect is essential component of the third activity or reading. During reading, students not only memorize but also comprehend the information of the text by connecting the information with the other information that are known, linking subtopic in the text with the main principle, solving the contradictions in the information presented and solving simulated problems with the subjects (Sudarman, 2009: 70).

e. Recite

In recite students are asked to remember the information of what they have read by stating the main point loudly and by answering the questions. The students can using the note that they make. From the notes, students are asked to make summary of what they have read. In other word, students deliberately attempt to answer their questions by rehearsing aloud what they have learned and/or writing responses to the questions raises (Vacca and Vacca, 1999: 425).

f. Review

The last activity, students read their summary or reread the whole passage if needed and they should answer the questions that they get before. Vacca and Vacca (1999: 425) states that students review and reflect on the material by organizing and elaborating on ideas encountered in the text and rereading portions to verify or expand on responses to their questions. They also state that review is an opportunity to reflect on what was read. Usually students review what

they have learnt by organizing and elaborating ideas encountered during reading. They can write summaries or critical notes or construct graphic representation to depict text relationship.

From the steps of PQ4R strategy above, it can be concluded that this strategy can help students to comprehend the material that is taught, especially more difficult material and it can help students to have long concentration. The material explained above can be reading material, so PQ4R also can be used in reading which the purpose is to make the students comprehend the text they read.

### 3. The Advantage of PQ4R Strategy

It is the same with the other reading strategies, according to Ali in (<http://www.scribd.com/doc/54424547/Model-Pembelajaran-PQ4R>) the advantage of PQ4R strategy are (1) appropriate to use for teaching declarative knowledge, the concepts, definitions, and application knowledge in daily life, (2) can help students who are weak in remembering the concepts of the lesson, (3) easy to be applied in all age of students, (4) can help the students in improving their asking ability and expressing their knowledge, (5) can reach a wide-ranging subjects.

Based on the advantages of PQ4R strategy have been explained above, so this is one of strategy can be used by teacher especially in reading comprehension. Student can comprehend the content of the text, improve student's ability in understanding the text by making questions that is prediction about the text and can help students who are weak in remembering by creating correlation between old information and new



information through the steps of this strategy as described in the previous points.

### **C. Previous Study**

There are some previous studies of the use of PQ4R strategy. The first is dissertation written by student of Foundation University, Islamabad entitle “Effect of PQ4R Study Strategy on Scholastic Achievement of Secondary School Students in Punjab” by Ruqia Bibi. Ruqia’s research is an experimental research. She used experimental research design with quantitative approach and administering three steps that is pre-test, treatment and post-test. The writer compares the scholastic achievement of experimental group and control group after the experiment and compares the scholastic achievement of high achievers and low achievers of experimental group and the control group after the treatment. The Study results indicated that PQ4R was any effective study strategy that improved the scholastic achievement of students. Both the high achievers and low achievers improved in their scholastic achievement; however, high achievers took more advantage than the low achievers. Teachers are recommended to teach the students the use of PQ4R learning strategy while teaching the content, students are recommended to use this strategy while studying the material.

The second is thesis written by student of Semarang State University entitled “*Penggunaan Strategi Belajar PQ4R (Preview, Question, Read, Reflect, Recite, Review) dalam Pembelajaran Sejarah untuk Meningkatkan Hasil Belajar Siswa kelas XI IPS 1 pokok bahasan Pendudukan Militer*”

*Jepang di Indonesia SMA Negeri 1 Gringsing tahun ajaran 2008/2009*” by Irwan Hartanto. This research is Classroom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students score average that is 65 at first cycle, while the second cycle the students score average improve until 80,5. Based on the result of the research the use of PQ4R study strategy is needed in the classroom since this strategy can improve students’ comprehension and students’ achievement.

The third is thesis written by the student of Yogyakarta State University entitled *“Keefektifan Penggunaan Metode PQ4R Pada Pembelajaran Kemampuan Membaca Pemahaman Teks Bahasa Jerman Peserta Didik Kelas XII Sman 1 Sedayu Bantul”* by Prihatini Nandang Ing Tyas. This research is experimental research using quasi experimental research design. The result of this research can be concluded that there is significant different achievement between students that is taught by using PQ4R method and students that is taught by using conventional method. The use of PQ4R method in teaching reading comprehension in German text is more effective than teaching using conventional method. So, it can be proved that the use of PQ4R method is effective to be used.

Based on the three previous studies above on the use of PQ4R, here, the researcher will conduct a research in teaching reading comprehension by using PQ4R strategy as well. So, it is the same on the use of PQ4R strategy.

Although it is the same on the use of PQ4R strategy, but it is also have the difference. The first previous study written by Ruqia Bibi, the design is

experimental using experimental group and control group. It is to compare the scholastic achievement of experimental group and control group after the experiment and compare the scholastic achievement of high achievers and low achievers of experimental group and control group after the treatment. The second one is thesis written by Irwan Hartanto. It is classroom action research that consists of two cycles. The last one is thesis written by Prihatini Nandang Ing Tyas. It is an experimental research using quasi experimental research design. Meanwhile, in this research the researcher uses experimental research design using one group pre-test and post-test, and describes the effectiveness of using PQ4R strategy in teaching reading comprehension ability by comparing the students' score before taught by using PQ4R strategy and taught by using PQ4R strategy.