

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter the researcher presents the review of some theories related to the study. The researcher divided the chapter into some points. They are PQRST method, reading comprehension, narrative text and previous study.

#### A. PQRST Method

##### 1. The Definition Of PQRST Method

Method is very important for teaching learning process. The teacher used the method to teach students in learning process. The teacher must really consider what methods which are proper to the objective of learning process. According Brown (2001:16) defines that a method as a generalized set of classroom specification for accomplishing linguistic objective. He states that methods primarily tend to be concerned with teacher and students roles and behaviors and secondarily with features such as objective of learning grammar, sequencing and material.

According Petterson (2002:242) one of the best known methods is PQRST Method. This method used in improving memory from reading, especially reading comprehension. The method was found by Thomas F Staton. The method is intended to improve the student's ability and remember materials presented in the textbooks. The PQRST method relies on the three basic principles in improving memory they are: Organizing the materials, elaborating the materials and practicing retrieval. It strengthened by Turkington (2003:61) who states that PQRST is a good method to help

students retrieve information got from their memory after reading.

Moreover, PQRST Method gives some benefits. This method help students focus on studying prioritizing the information in a way that related directly to how they will be asked to use that information in an exam. PQRST Method is used to obtain the greatest possible amount of long-term learning and memory from the study time and also to make better grades on test. (Pauk, 2005)

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

## **2. Steps in Using PQRST Method**

According to Wormeli (2005:131) states that PQRST method is for reading comprehension. The activity of this method is simple to remember, and it use sound practices for reading comprehension. He said that PQRST Method stands for five steps:

1. P – *Preview*.

In previewing, the teachers will lead the students to identify main parts of the text. The students could stimulate the prior knowledge before they read the text by considering text title of the text given. The reader can get a sense of where they are going with their reading. This step is usually done by reading the title or headline.

2. Q – *questioning*

The teacher develops questions to which the students want to find answers. In this step of the process, researchers generate questions to help focus reader's reading and find the key points in each section. The students could construct their creative mind by make questions based on the text. The steps are in the following.

- a. Reread the heading.
- b. Predict questions based on that heading. Include questions based on who, what, when, where, why, and how or by giving lead-questions before the teachers give the whole text.

3. R – *Read*

The next step is read the material. The teachers will give the text to the students. It can be in group reading or individual reading activity. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

#### 4. S – *State*

After the students finish reading a section of text, the teacher may ask or summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

#### 5. T – *Test*

In this step, the researchers try to measure the understanding of the readers by giving a test. The teachers can design the test in form of answering questions or ask the students to teach the reading materials to other students. The student would be more motivated to learn and more focus on the learning material.

### **B. Reading Comprehension**

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

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

According Nunan (2003:8) states that reading is a process of readers combining information from text and their own background to build meaning. It means the reader's background knowledge integrates with the text to create the meaning. The readers should combine their knowledge with what the information they read. The purpose of reading is comprehension. It is

supported Brassell and Rasinski (2008:15) that state reading refers to the ability to comprehend or make meaning from the texts. It means that when someone reads, he also needs to comprehend.

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

## **2. Process of Reading Comprehension**

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

### **1. Microprocesses**

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

### **2. Integrative processes**

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

### 3. Macroprocesses

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

### 4. Elaborative Processes

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

### 5. Metacognitive processes

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

## 3. **Factors Influencing Reading Comprehension**

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

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

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

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

1. Reader variables

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

a. Knowledge

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

b. Motivation

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

c. Reason

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

d. Strategies

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process



the text efficiently. Another reader variable also include the stable characteristics of readers, like sex, age and personality, and physical characteristics, like eye movements, speed of word recognition, and automaticity of processing.

## 2. Text variables

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

## 4. Teaching Reading Comprehension

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

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

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

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

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

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

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

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

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

### **C. Narrative Text**

According Halliday and R. Hasan (1985:6) states text is language that is functional. It means language that is doing job in some context. When reading material, it helps to know what type of text it is. It also helps to know why it has been written. In addition, any instance of living language that is playing some parts in context of situation, it is called a text. Text has several kinds of genres text. Such as Spoof, Recount text, Report text, Analytical Exposition text, Narrative text, Procedure text, Descriptive text, and Hortatory Exposition text. Each of the text above has different meaning and function based each purpose of the text.

Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. According to Anderson (1997:61) states that a good narrative uses word to paint a picture in our mind of: What character looks like (their experience), where the action taking place (the setting), how things are happening (the action)

Narrative text is text which have kinds story. Such as: fable, folktale, legends, short story, etc. Fable is the stories are short and in the end bring us to the truths that often we don't see in everyday life. Fables are concerned with teaching us valuable truths in simple stories. Folktale is deal with adventures both plausible and implausible in the form of human or animal abilities. Legends may deal with real people. Short story is fictional work of prose that is

shorter in length than a novel. A short story usually focuses on one plot, one main character and one central theme.

Based on Anderson proposed that the generic structures of narrative text are:

1. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them for reaching their goal

3. Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering

## 5. Reorientation

It is an optional closure of event.

The language feature usually is found in narrative text are: The character text is specific. It must focus on specific and usually individualized participants. Then, Time words that connect to tell when they occur it can be choose to use of temporal conjunction and temporal circumstances. Next, in the story, the verbs also have to show the action where it can be inferred that the tense used is past tense. The last is descriptive words. It means the purpose is to portray the character and setting. It is common place considering the definition of narrative is telling story, so description of character and setting is important.

Narrative text is standard competency in the second grade of junior high school specially on reading comprehension. Students were in the Junior High School has been taught about narrative. The text of narrative usually was presented in form of interesting story to students. Narrative text makes the students more fun and imaginative to learn language. The students are expected can understand about the contents of narrative text like meaning, main idea, message or moral value, structure and purpose. To help the students to understand a text narrative it is need an alternative method. The method is PQRS Method. PQRS method is believed will makes the students more active to read especially in narrative text and the students reading comprehension will better.

In this research the researcher chose some kind of stories narrative text in reading comprehension. In order the students are more familiar and to know the content of text in different kind of stories narrative text. The students will be motivated or interested to understand of narrative text.

#### **D. Previous Study**

The researcher reviews the previous studies which related with this study that conducted by other researchers. Reviewing on the previous study has similar method on use PQRST Method to improve reading comprehension. There are some previous studies.

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

The second previous study from Yashinta (2013) is an experimental research using quasi experimental research design that divided student into two group, an experimental and control group. In this study used descriptive and

procedure text. She stated there is significant difference in students reading comprehension ability between using PQRST Method and without it. It is proved the mean score gained by the experimental group in the post-test (75,56) is higher than the control group (64,45) and the t-test result showed that to is 5.314 more higher that tt is 1.671.

Moreover, Ade (2015) in her journal has proved that PQRST method in learning process affect positively to their reading skill. It is shown by the increasing score that the students have from reading comprehension test, the score become higher than before. The average score of pre-test is 41.14 while post-test is 53.13. The motivation to read the English text is also improved as well as their vocabulary building also enhanced. It helps the students to comprehend and grasp the content of English text. Another previous study is journal written by Prih, M.Zaim and Jufrizal (2013) stated that the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It indicates that PQRST technique affects the students with low interest on reading comprehension on procedure texts. It indicates that PQRST is effective.

From some previous studies above can be concluded that the researchers same in using PQRST Method. But, this research is different in term of research design, kinds of reading text and location. It means the researcher use pre experimental with one group pre-test post-test that focus on



narrative text of the eight grade students' reading comprehension ability at SMPN 1 Sumbergempol.