CHAPTER II

REVIEW OF RELATED RITELATURE

This chapter deals with theoretical frame work and provides previous studies and information concern with the research problem, including theory of reading, which consists of definition of reading, reading comprehension, and the purpose of reading. This chapter also presents narrative text, and PQ4R strategy.

A. Reading

Reading is the most fundamental activities that is done by students with the purpose to get information that they have not known before, with reading the students will gain knowledge and wide insight. By reading also the students will be able to communication with other people through written.

1. Definition of Reading

Many different definitions for reading either it is as a process or a skill. To give more clarification, the researcher relates some definitions below as a follows:

Braunger and Lewis as cited in Rodly (2015: 35), defined reading is a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text.

Reading is one of the receptive skills that functions as communication way between a writer and a reader (Amalia, Indarwati, & Erlina, 2018). Reading is the crucial thing for knowledge transfer and the habit of reading is an academic

activity that increases skills in reading strategies (Agustiani, 2019). Reading is commonly considered as the easiest skill to master because everyone can read fairly well (Oktabriyanti, Hartono, Areni, 2018). Rodli (2015: 33) defined reading is the process of recognizing, interpreting, and perceiving the written or printed material. Reading activities is able to train students to remember, understand the contents of the text, and also obtain information so that students' reading comprehension skills can be improved according to the capacity of the students they should be (Wahyuningsih & Citraningrum, 2019).

Reading is always about the interaction between the writer and the reader (Hamra & Eny, 2010). It is an action of a communicative process starting from the thought of the writer which is expressed using symbols on printed page. Reading does not take place without readers' communication by means of writing on printed page. According to Agustiani (2019: 18), reading is an activity that encourages students to engage with the texts in order to build meaning, grasp the main ideas, facts, and information presented in the texts.

2. Reading Comprehension

One of the goals of reading is comprehension. Comprehension is defined as the goal of reading (Rastegar, Kermani, & Khabir, 2017). Reading can help people to improve their comprehension. A good reader is who can get comprehension when reading. However, the meaningful of reading is not only creating meaning of the text, but also the readers should have the understanding of the text. The readers need to activate their background knowledge so that they will not miss-interpret what they read.

Reading comprehension is the end of the reading process and what happens when all components interact successfully. In addition, Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Martina, 2018) . Reading comprehension is a process of connecting the ideas of the readers to the writers by using texts to get the meaningful interpretation (Rodli, 2015). Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic. It involves the identification, perception, and declension of the written in printed materials. It contains the identification of each word, phrase, clause, and the letter.

Therefore, the process of understanding the meaning of the text, the reader needs comprehension skills. Comprehension skill gives the learner easier to understand the meaning and the context of the text. Reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language (Syafeni, 2017). The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English.

According to Khusniyah (2018: 25), there are two main objectives of reading comprehension: (1) the students would be able to develop competence in interpreting various types of texts and controlling self-affinity both in fictional texts or others at a higher level; and (2) the students would be able to use

appropriate reading strategies to understand information implicitly in text, recognize discourse markers, identify text structures, develop and analyze various types of texts.

3. The Purpose of Reading

Reading is an interactive process between the writer and the reader, which force the reader to have knowledge to understand the meaning of the text. However, reading has the prior purpose. The purpose of reading differs from individual to individual and from one situation to another. In other words, the different circumstances people face in their daily lives determine the purpose of their reading, which can vary from reading for information to reading for excitement (Alshammari, 2015).

Davies (1995) in Alshammari, (2015) listed five purposes for reading as follows: (a) reading for pleasure; (b) reading for a general impression; (c) reading to organize a text and for study purposes; (d) reading to learn content or procedures; and (e) reading for language learning.

In reading, does not only have some purpose but also have components contained in reading text, according to King and Stanley (1998) in Wahyuni (2010), they are:

a. Finding Factual Information

Finding factual information requires readers to scan specific details. One of all types is trough making questions to find factual information such as reason, purpose, result, comparison, means identify, time, and amount in which most of

the answer can be found in the text. The question usually appears with 5W+H question.

b.   Finding Main Idea

Finding main idea of paragraph consisting of many sentences and selects the idea not only in the beginning of paragraph but also in the middle and at the end of paragraph.

c.   Finding the Meaning of Vocabulary

It can be done by guessing it in the context or open dictionary to be sure that vocabulary meaning is correct and appropriate with the word origin or basic meaning, then it can understand position of structure and function word in context.

d.   Identifying Reference

In order to avoid repeated words or phrases, the author used reference words and being able to identify the word of phrases to which they refer will help the reader understand the reading passage.

e.   Making Inference

Inference is skill where the reader has to be able to read between line to draw logical and make accurate prediction. By the explanation above, it can be conclude that reading comprehension is a process where readers try to reconstruct message encode in graphic language delivered by the writer.

4.   The Strategies for Teaching Reading Comprehension

There are some strategies for teaching reading comprehension, they are: identify the purpose in reading, use grammar rules and patterns to aid in bottom-

up decoding (especially for beginning level learners), Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships (Brown, 2001).

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension. It means that in learning reading comprehension need strategy to help students so that the students able understanding and remember of the material that explained by teacher.

B. The Narrative Text

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

1. Definition of Narrative Text

There are several types of texts in reading: descriptive, exposition, discussion, recount, narrative and et cetera. Almost all of the texts are studied in senior high school. One of the texts that the writer chooses is narrative text (Yusismi & Jufri, 2017). Narrative text is a text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past. A narrative is a piece of writing that tells a story. In addition, narrative text is a text which the social function is to entertain or amuse

readers with true experience or an imaginary one. This characteristic of the text is marked by conflict and resolution one. Usually, the text starts from identification the title, and then moves on the characteristic until finds the main point and others.

2. The Generic Structure of Narrative Text

There are some generic structures of narrative text as follows:

a. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

b. Complication: Tells the problems of the story and how the main character solves them.

c. Resolution: The crisis is resolved, for better or worse.

d. Re-orientation: The ending of the story

3. Language Features of Narrative Text

The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text. Those are: (a) focus on specific and usually individualized participants; (b) use of specific processes (and in this text, behavioral and verbal processes); (c) use of relational processes and mental processes; (d) use of temporal conjunctions and temporal circumstances; and (e) use of past tense.

C. PQ4R Strategy

There are many method of language teaching that may be selected for teaching reading comprehension. One of the method is appropriate to improve reading comprehension is PQ4R method. PQ4R is a learning method that a part of

cooperative learning which the aimed to improve comprehend and remember of the material.

1. Definition of PQ4R Strategy

Stated in Agustiani (2019: 19), the PQ4R study was firstly designed by Thomas and Robinson. PQ4R is a strategy of reading in metacognitive strategies (Sarimanah, 2016). In addition, it is known as a strategy that deals with the education of learning that it helps learners to comprehend, memorize, and retain the included reading topics in order to access to the real learning (Khusniyah, 2018). PQ4R is an excellent strategy, which has a good concept to teach the students reading comprehension. The PQ4R model is one part of the elaboration strategy (Wahyuningsih & Ningrum 2019).

According to Logsdon cited in Rodli (2015), there are six procedures in implementing PQ4R strategy, *Preview, Question, Read, Reflect, Recite, and Review:*

Preview is a step involves previewing a reading, scan the title, section headings, and visual aids. Read the first and last paragraphs. This should give the reader a general idea of the purpose of the text and the major concepts to be covered. The information gleaned from the preview is used in the next step.

Question is a step involves predicting questions that may be answered in the text. Convert headings into questions or draw upon past experiences to form questions. Look for answers to the questions while reading in the next step. Read is a step involves reading the complete text carefully, recording notes in the margin or underlining important information that answers the predicted questions.

Reflect is a step when information from the passage or article is linked together. The reader should attempt to develop insight into the topic and make associations among the important material noted while reading.

Recite is a step involves summarizing the main points and supporting details of the complete text. To involve more senses and improve understanding, say the summary aloud or write it down using the information organization tool like flowcharts and outlines.

Review entails highlighting key points of the text. Make sure the predicted questions have been answered and that the author's purpose is fully understood.

2. **Step of PQ4R Strategy**

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

a. Preview

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

b. Question

Students formulate the questions for themselves. Question can be developed from the simple to the complex question. The students can make the questions depending on the text containing the appropriate answer using; the tool WH - Question (who, what, where, why, which, when, and how) (Al-Qawabeh & Aljazi, 2018).

c. Read

In this step, students are asked to read the scientific material carefully, with awareness of the main and sub-ideas to get the correct answers to the questions put forward in the previous step.

d. Reflect

The students think deeply about what they are reading to produce a visual image based on mental frames/schemes to infer contents, trying to link the learnt knowledge with what they have in their minds. In reflection part the students can think about information, critically evaluating it, and connecting it to key knowledge and other information learned to link each other (Khusniyah, 2018).

e. Recite

In this step students recite their answers loudly after reading them carefully and writing the answers in the booklet. Reciting the text loudly will require students to recall information in details, which are extracted from the reading text (Al-Qawabeh & Aljazi, 2018).

f. Review

The students asked to review material through asking themselves and saying, thinking, or writing answers (Khusniyah, 2018). A model of PQ4R strategy for the teaching of reading can be developed into pre, while, and post reading activities. The step is adopted from (Rodli, 2015)

Table 2.1

Model of Teaching Reading Using PQ4R Strategy

Reading stage	Teacher's activity	Students' activity
Pre-reading		
Activating students' prior knowledge	1. Introducing the theme. 2. Showing topic-related pictures to students. 3. Asking students about the pictures. 4. Connecting the pictures to students' real life by asking some questions to the students. 5. Introducing the instructional objectives.	1. Attentively listening to the theme mentioned. 2. Paying attention to the pictures shown. 3. Answering the teacher's question about the pictures. 4. Responding to the teacher's questions. 5. Paying attention to the instructional objectives stated by the teacher.
Preview step	1. Distributing the text to the students and ask them to survey the reading assignment by skimming the text for an overview of main ideas. 2. Asking the students to look at heading and picture to try to identify what they will be reading about.	1. Reading the text to find out the main ideas.
Question step	1. Asking the students to make a list of questions they expect to be answered in the reading. Use heading to ask questions. 2. Giving time to the students to consider their questions, and let each student have an opportunity to write their question on their books.	1. Making prediction about the text by looking at the heading and picture and writing a list of questions they expect to be answered
While reading		
Read step	1. Asking the students to read the text	1. Reading silently the text.

	2. Asking the students to look for the answer to the previously formulated questions	2. Finding the answer of the questions which they expect to be answered
Reflect step	1. Asking the students to reflect what they have just read 2. Asking the students to write the unexpected ideas	1. Students reflect what they have just read 2. Writing unexpected ideas
Recite step	1. Asking the students' to think about the material and discuss in pairs with their friends or write down the main points they learned. 2. Asking the students to explain it aloud or recite their notes aloud to their friends	1. Discussing in pairs. 2. Reading aloud their notes.
Post-reading		
Review	1. Asking the students to reread to verify about their recite answer is correct and make sure they have main points of the text. 2. Asking the students to answer these questions' to check their understanding of the text 3. Closing the meeting	1. Checking their answers 2. Answering the question

3. The Advantages of PQ4R Strategy

The PQ4R strategy has advantages that can help students understand the contents of the reading, among others; 1) through preview activities at the learning stage can arouse students' curiosity about the material being studied so that it can motivate student learning; 2) students have a great opportunity to ask questions and try to find answers to these questions by themselves through reading activities, so that this encourages critical thinking patterns, active learning and meaningful learning; and 3) through activities that explore students' abilities,

reading comprehension material that has been learned can be inherent for a long period of time (Khusniyah, 2018).

4. The Disadvantage of PQ4R Strategy

The weakness faced by the teacher in implementing PQ4R is that this strategy is too systematic, so it requires complicated preparation. The teacher must be able to design learning with all the preparations needed. Thus, the teacher must strive to prepare all learning needs (Khusniyah, 2018).