

CHAPTER II

THEORETICAL FOUNDATION

A . Reading

1. Definition of Reading Comprehension

Reading is simply an unbreakable habit, even an addiction, begun in childhood. It's foolish to deny that many student read solely to avoid failing a course. But, generally speaking, many life-long readers freely pick up articles and books to gain information, pass the time enjoyably, and deepen their knowledge about themselves, the word, and its people.

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it¹. In the context Reading comprehension is a multi component, highly complex process that involves many intractions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text it self (interest in text, understanding of text types)².

As frank smith has observed, Reading is simply one of the many ways in which human beings go about their basic business of “making sense of the world.” The point of all this for the Reading teacher is that no matter how well a student may know a language, he cannot read in that

¹Francoise Grallet. *Developing Reading Skills A Practical Guide to Reading Comprehension Exercise* (New york : Cambridge University press, 1981), 7.

²Janette K. Klinger, et al. *Teaching Reading Comprehension To students With Learning Difficulties* (New York : The Guilford press, 2007)

language with good comprehension if the subject of the text is one he knows absolutely nothing about and therefore can have no real interest in.³

According to Widdowson, “ Reading is a process of matching information in a text to internally activated information. Thus, Reading is not information processing but rather information interpreting- what we understand from a text depends in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic. Reading is the interaction of the text and the reader.”⁴

Reading can be developed in learning English. Students need to read books for increasing their knowledge. By reading, many pieces of information, what we already know, which is not a random collection of facts but a “theory of the world” in each of our heads called “cognitive structure.” Comprehension is always directed and controlled by the needs and purpose of an individual and therefore crucially depends on that individual’s having acquired what William Grabe calls a “critical mass” that is, an adequate amount of what is sometimes called “background information” or, more technically, “schemata.” A subject to which I will return below. Thus reading comprehension is most likely to occur when students are reading, what they want to read, or at least what they see some good reason to read.⁵

³Fraida Dubin and David E Eskey, *Teaching Second Language Teaching Reading For Academic Purpose* (California : Addison Wesley Publishing Company. 1986), 6

⁴Ibid., 28

⁵Dubin, *loc. Cit.*

According to the explanation above reading is an activity involves the reader, the author, and the text. The reader read the text to absorb the author's mind, to receive and interpret information of the text, and an interaction between the reader and the author. Reading also can add students' vocabulary knowledge, their spelling, and their writing.

The writer a reading are looking for accurate information, expand and refine our knowledge, we can find out by reading the rest of the world, reading is a storehouse of knowledge by reading we can know that we have never known.

2. Strategies for Teaching Reading Comprehension

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 (McNamara, 2007:6). 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. Many of reading comprehension strategies that have been associated with highest effect for students that teach the students with strategies can be prompt students to monitor and reflect before, during and after the student reading, and can improve vocabulary knowledge.⁶

⁶ McNamara, S. Danielle. 2007. *Reading comprehension strategies: theories, interventions and technologies*. New York: Lawrence Erlbaum Associates

Pressley (1999) said that good comprehenders are effective users of comprehension strategies when they work with text. A strategy can be defined as a mental plan or action designed to achieve a specific purpose. And one of the priorities in any reading program is to teach children, particularly those with reading difficulties, a range of strategies to use to extract meaning and evaluate information from the text.⁷

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.

This reading comprehension strategies, helping children to understand the text they read, this strategy can also encourage children to monitor and reflect before, after, and after reading.

3. Techniques for Teaching Reading Comprehension

Techniques is very important way in teaching reading comprehension, because with used techniques it can be easy teacher in give material with the aimed so that the students more active and motivate.

⁷ Westwood, Peter S. 2001. Reading and learning difficulties: approaches to teaching and assessment. Victoria: Acer Press

Brown (2000:313) formulated some techniques for teaching reading comprehension, as follows⁸:

1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills,
2. Use techniques that are intrinsically motivating,
3. Balance authenticity and readability in choosing texts,
4. Encourage the development of reading strategies,
5. Include both bottom-up and top-down techniques,
6. Follow the "SQ3R" sequence one effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps (survey, question, read, recite, and review)
7. Subdivide the techniques into pre-reading, during-reading, and after reading phases.
8. Build in some evaluative aspect to the techniques.

Thus from 8 this technique we can infer some important things haarus follow the teaching techniques on students' reading comprehension, motivating for students to understand the important instructions given by the teacher.

⁸ Brown, H. Douglas. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. California: Longman

4. The Kind of Reading Comprehension Goal

The process we go through when we are reading are likely to be different from those we use when we are looking for someone's number in a telephone directory. According to Jeremy Harmer, there are different skills that will frequently depend on what we are reading:⁹

a. Identifying the topic

A good reader able to pick up the topic of written text very quickly with help of his own schemata, he quickly gets an idea of what is being talked about. This ability allows him to process the text more affectively as it progresses.

b. Predicting and guessing

Readers sometimes guess in order to try and understand what is being looked forward, trying to predict what is coming, sometimes he makes an assumption or guess the content for his initial glance as he tries to apply his schemata to what is in front of him, his reading helps him to confirm his expectation of what he has predicted or to readjust what he thought was going to happen in the light of experience.

c. Reading for general understanding

Reading for such "general" comprehension means not stopping for every word. Not analyzing everything that the writer includes in the text.

⁹Ibid.,201-202

d. Reading for specific information

It is only concentrating when the particular items that interest come up. This rereading skill is frequently referred to as scanning.

e. Reading for detailed information

Sometimes we read in order to understand everything we are reading in detail, such as in written instruction or directions, or the description of scientific procedures.

f. Interpreting text

Reader able to see beyond the literary beyond the literal meaning of word in passage, using variety of Clause to understand what the writer is implying or suggesting.

B. Definition of Strategy PQ4R

Definition PQ4R according Millan is an abbreviation of the word Preview , meaning reading passing quickly ; Question , I mean constructing a list of relevant questions with text; Read, meaning reading text actively to seek answers to questions that had been arranged ; Reflect , that understand the information presented ; Recite , meaning memorize or recall any answers that have been discovered ; Review, means reviewing all the answers are arranged on the second and third step, So some states over the PQ4R it can be concluded PQ4R strategy is a strategy used to help students remember and

understand readings by six steps, namely P (Preview) , Q (Question) , R (Read) , R (Reflect) , R (Recite) , R (Review)¹⁰ .

Thomas and Robinson (in Trianto , 2007: 147-149) reveals one of the strategies most widely known for helping students understand and remember the material the students read is PQ4R Strategy .

The steps that must be done in PQ4R reading strategies are as follows :

(1) Preview the first step is intended to make students , read the passing quickly before beginning students read material that contains the material that is taught ; (2) Question, asking questions to yourself to every article that exist on student reading materials ; (3) Read, read the essay actively , namely by the student's mind should not react to what is in his reading ; (4) Reflect not a separate step with a third step (read), but it is an essential component of the third step .

During the reading, students are not only enough to remember or memorize, but try to understand the information presented; (5) Recite, students are asked to ponder (me-remin) back information that has been learned by stating important points loudly and with me-pleasant and answer questions; (6) Review, students are asked to read a short note (essence) that students have made, repeat the entire passage if necessary and once again answer the questions posed.

Learning steps according Millah namely: 1) Preview, this step is intended to make students, read briefly reading material to find the main idea

¹⁰ Millah B.S. (2010). *Keunggulan-keunggulan Strategi PQ4R*. Diperoleh 12 Desember 2012

is the core of the discussion in the literature students; 2) Question, the second step is to ask the questions to yourself that exist on student reading materials; 3) Read, read actively in order to find answers to the basic questions that have been established; 4) Reflect, for reading students do not just remember or memorize but also understand the information that is read; 5) Recite, students were asked to reflect on the (recall) back information that has been learned by mentioning again the answers to the questions that have been established; 6) Review, this last step the students are asked to read back the entire contents of the reading if necessary and once again review the entire question and answer briefly Based on the measures mentioned above it can be concluded that the measures that should be are carried out in the strategic use PQ4R there are 6 stages, Preview, Question, Read, Reflect , Recite , Review.¹¹

PQ4R is a study technique The acronym stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier. The study technique can help students with improved understanding and recall of facts.

The conclusion of sttrategi PQ4R is doing some measure for students in understanding in reading, English language text and the story, sometimes they are just able to read it but they can not understand what the contents of the texts they read.

¹¹ Millah B.S. (2010). *Keunggulan-keunggulan Strategi PQ4R*. Diperoleh 12 Desember 2010

C. The Procedures of PQ4R

The basic idea why we teach reading, because reading is the most important basic to improve comprehension of text or the material, we can also improve vocabulary and get information of what we read. To improve reading comprehension, we can choose method that appropriate, and one of method is used PQ4R method. There are six main procedures of using PQ4R method in teaching reading : preview, question, read, reflect, recite, and review. Slavin explained that there are step of PQ4R method for students using, as follows¹²:

There are several steps to teach reading comprehension by using PQ4R Method:

1. The first step *preview*, teachers provide reading materials for students to read, and then inform the students to read with a quick glance reading material and find the main idea. The focus of the preview is to find the main ideas developed in the literature. Through a preview of students already have an idea of what he learned.
2. The second step *question*, informing the students to pay attention to reading and then assign the task to make the questions by using the 5W+H (what, where, who, when, why and how). Experience has shown that when people read to answer a number of questions that will make him or careful reading in order to remember what a good read.

¹²Slavin E. Robert. 2006. *Educational Psychology Theory and Practice*. Sydney: Pearson.

3. The third step *read*, the teacher asks the students to read the literature are studied in detail and students are expected to find the answers to all the questions that had been developed previously.
4. The fourth step *reflect*, the material informs the reading is not just to remember or memorize the material but students should be able to understand the information provided teachers with the knowledge that has been known through reading.
5. The fifth step *recite*, students were asked to summarize or reflect on the information they have learned. Then students answer the questions and see the notes they have made.
6. The sixth step *review*, students are asked to read a summary of which they have made, and re-read the readings students when students are still not sure of the answers that have been made.

The writer some of the step described here will be done to start using strategy, from the first step to the end described.

D. The Implementation of Teaching Reading Using PQ4R Method

In teaching learning reading teachers need methods to keep students motivated and able to understand the material they read, and one of the methods that are effective in helping students understand and remember the material they read is PQ4R method.

1. Preview Survey or scan the material quickly to get an idea of general organization and major topics and subtopics. Pay attention to headings and subhaedings, and identify what you willbe reading about and studying.

2. Question Ask yourself questions about the material before you read it. Use headings to invent question using the 5W+H words : who,what, why, where.
3. Read Read the material. Try to answer the question that you posed prior to reading.
4. Reflect Reflect on the material. Try to understand and make meaningful the presented information.
5. Recite Practice remembering the information by starting points out loud and asking and answering question.
6. Review In the final step, actively review the material, focusing on asking yourself questions, re –read the material only when you are not sure of the answers.

Based on the explanation above that by PQ4R method can use to improve students reading comprehension and help the students to remember of the material in learning process . Text Reading can also be regarded as a second language who divide problems and questions in reading ability which students can take information in the text and then take conclusions of text that students read.

Based on the statement above reading is one of language skill that demand people so that can mastered to read and understand of the text or material. Reading also has purpose is comprehension text, because if people don't have reading skill is good so the people can't extend information to other people.

E. Type of the text

1. Recount text

Recount text is text that retell about a story, experience, and other. recount text use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. its very easy to different recount text from another text. you can make recount text from your story.

In the recount text we will not get “is” or “are” in the phrase but it will change to “was” or “were”. usually in recount text, the subject is I, or the name of human.

2. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Generic structure of report

- a) General classification: stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
- b) Description: describing the thing which will be discussed in detail, part of part customs or deed for living creature and usage for materials.

3. Narrative text

Definition of Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

Generic Structure of Narrative

A narrative text will consists of the following structure:

- a) Orientation: Introducing the participants and informing the time and the place.
- b) Complication: Describing the rising crises which the participants have to do with.
- c) Resolution: Showing the way of participant to solve the crises, better or worse.

4. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text.

Descriptive text has structure as below:

- a) Identification; identifying the phenomenon to be described.
- b) Description; describing the phenomenon in parts, qualities, or/and characteristics.

5. Procedure text

Definition Of Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

The generic structures of procedure text.

1. Goal/aim (or title)
2. Materials (not required for all procedural texts)
3. Steps (the actions that must be taken)

The writer selected narrative text related research to be conducted, and the goal of researchers is also to make the students aware of and understand the text they read, and been the one narrative text to facilitate student understanding.

F. Advantages and Disadvantages PQ4R strategy

According Millah namely :

1. Advantages :
 - a) Suitable for large and small classes.
 - b) Can be used for materials that contain facts , precepts , pillars or principles and definitions.
 - c) This strategy is in - use when learners have to mem - learning materials that are tested cognitive sciences.

- d) This strategy is suitable to start learning so that students will focus attention on the terms and concepts that will be developed and related subjects for later chart developed into a concept or idea that is more compact.
- e) his strategy allows students to learn more actively , because it gives me the opportunity of self develop , be expected to solve the problem yourself with me find and work alone.¹³

2. Disadvantages :

- a) If PQ4R used as a learning strategy on any subject matter, it will be difficult to control the activities of teacher and student success .
- b) In order to implement it, it takes a long time so teachers can adjust it with the specified time.
- c) Requires teachers to master the material more widely than the established standard.

Opinions about the advantages and disadvantages of PQ4R strategy can be concluded that the excess being used to review the lessons that can help students improve reading comprehension in the English text, improve skills and raise the curiosity associated with these subjects.

And to the disadvantage that the difficulty means students' books that are not available in schools, and also not be effectively accomplished with the

¹³ Millah B.S. (2010). *Keunggulan-keunggulan Strategi PQ4R*. Diperoleh 12 Desember 2010

number of students learning in class very much that teachers can not guide students to the maximum.