

CHAPTER II THEORETICAL FOUNDATION

A. General Concept of Reading

1. Definition of Reading

Reading is a skill – and the more you use it, the better you get at it conversely, the less you use it, the more difficult it is (Jim Trelease's stated).¹

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in article demonstrates that the reading purpose in each case has been successfully fulfilled.

In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the

¹Dr. Naf'an Tarihoran and Miftahul Rachmat, Intermediate Reading Skills (Loquen Press serang, 2012), 106

second case, it is not enough to understand the gist of the text more detailed comprehension is necessary.²

2. Types Of Reading

In the case of reading variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of reading performance are typically identified:

1. Perceptive in keeping with the set of categories specified for listening comprehension, similar specifications are offered here expect with some differing capture the uniqueness of reading.
2. Selective this category is larger an artifact of assessment format. In order to ascertain one's reading recognition of lexical grammatical, brief responses are intended as well a combination of bottom-up and top down processing.
3. Interactive included among interactive reading types are stretches of language of several paragraphs to one page or more in which reader must, interact reading.³

²Howard B. Altman and Peter strevens, *Developing Reading Skills* (Cambridge University Press), 3

3. Process and purpose of reading

Reading may be defined as an individual's total inter relationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes :

1. **Recognition** : the reader's knowledge of the alphabetic symbols.
2. **Assimilation** : the physical process of perception and scanning
3. **Intra – integration** : basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. **Extra – integration** : analysis, criticism, appreciation, selection & rejection. These are all activities which require the reader to bring his past experience to bear on the task.

³H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman, 2004), 187-188

5. **Retention** : this is the capacity to store the information in memory.
6. **Recall** : the ability to recover the information from memory storage.
7. **Communication** : this represents the application of the information and may be further broken down into at least 4 categories, which are:
 - Written communication;
 - Spoken communication;
 - Communication through drawing and the manipulation of objects;
 - Thinking, this is another word for communication with the self.⁹⁴

a) **Reading Purposes**

Here we focus on the importance of purpose in private reading and the range in different purposes for which individuals read. There is evidence that there is a close relationship between reading purposes and text; reading for pleasure typically, though not always, determines the

⁴Dr Naf'an Tarihoran and Miftahul Rachmat, Basic Reading Skills (Loquen Press Serang, 2012), 4-5

choices of a text that is narrative and or literary in style. In addition, there is also a relationship between reading.

Every student has their own purpose to read something. To determine in which type does you include, this is type of reading purposes:

1. Reading for pleasure

To follow a narrative

To enjoy the 'sound' and the rhythm of a literary text

2. Reading for a general impression

To gain an idea of the writer's viewpoints

To gain an overall impression of the 'tone' of a text

To decide whether or not to read the text

3. Reading for organizing reading and study

To identify the important content of a text

To answer a specific questions

To decide which section of a text to start studying

4. Reading for learning content or procedure

To gain an understanding of new concepts

To learn certain fact from a text

To follow instructions.⁵

b) Teaching Reading

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes.

In the first paper, Grabe critically examines the relationship between research and practice in both L1 and L2 reading. He points out that the relationship between research and instruction in the L1 and L2 reading contexts is quite straightforward. L1 reading instruction has to a large extent been influenced by research findings. For example, L1 reading teachers are now aware of :

1. The importance of developing letter-sound correspondence for early reading
2. The need for a large vocabulary for fluent reading
3. The need for student to become effective strategy users
4. The value of extensive reading
5. The usefulness of Content-Based Instruction
6. The benefits of developing reasonable reading

7. The importance of explicit teacher modeling in reading instruction.⁵

c) **Reading Comprehension**

1. **The Definition of Reading comprehension**

There are many definition of reading comprehension. Francoise Grellet defines.⁶ Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible⁷. A competent reader quickly rejects the irrelevant information and find what he is looking for. It is enough to understand the gist of the next more detailed comprehension is necessary. Meanwhile, according to Stephen N. Elliot, et al,⁸ Reading comprehension is the skill by which readers not only recognize words but understand the concepts that the words represent.”

Comprehension is the process of getting meaning from a page; comprehension is the process of bringing meaning to text¹⁴. Each

⁵Jack C. Richards, and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002), 273-274

⁶Francoise Grellet, *Developing Reading Skills*, (Cambridge University Press, 1986), 3

⁷Ibid Francoise Grellet, 4

⁸Stephen N. Elliot, et al, *Educational Psychology; Effective Learning*, (Mc Graw Hill International edition, 1999)

reader brings meaning to a text, and then each comprehension is likely to be different.

Comprehension is careful reading, which aim to extract perfect viewed simply as the product of any reading activity. Rather, in any reading situation, comprehension will vary according to the reader's background knowledge, goals, interaction with the writer, etc. Comprehension is useful term to contrast with decoding, otherwise it is best perhaps taken as the product resulting from a particular reading task, and evaluated as such.

Reading comprehension is viewed as process subject to the same constrains as human memory and problem solving. It seems to involve, language, motivation, same constrains as thinking, reasoning and problem solving.

Meaning, learning, and pleasure are ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the “sine qua non of reading”¹⁵.

Knowing how to read words has ultimately, reading comprehension is the process of constructing meaning by coordinating

a number of complex processes that include word reading, word and world knowledge, and fluency.¹⁶

Anne Polselly Sweet and Catterine E. Snow define reading comprehension as the process of simultaneously extracting and constructing meaning¹⁷. In other words, we recognize both challenges. Figuring out how print represent words and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information(constructing meaning). This, we use the words extracting and constructing meaning to emphasize both the importance and the insufficiency of the text as the determinant of reading comprehension.

Based on the statement above, the writer can conclude that reading comprehension is understanding a written text means, quickly reject the information and find what he or she looking for. To teach this, the students must to improve their reading. They can read book like novels, short stories, newspaper, magazine, etc.

Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purposes set for, or by, him. It

may be finding a particular piece of information solving a problem through reading, working to understand an idea, or following a set of directions.

1. The elements of Reading comprehension

Comprehension entails three elements.¹⁸

1. The reader is doing comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

a. The Reader

Every classroom teacher knows that some students come to the task of comprehension better prepared than others. Good comprehenders have a wide range of capacities and abilities. These include cognitive capacities and abilities. These include cognitive capacities such as attention, memory, critical analytic ability, inferencing, and visualization ability.

b. The text

The features of a text have a large effect on comprehension. Texts are badly written or poorly structured are harder to understand. Texts that omit crucial information are also hard to understand. And of

course, text that draw upon background knowledge unavailable to the reader are hard to understand. Unfortunately, many of texts students are expected to learn from have these features. Thus, one goal of comprehension instruction must be to help readers learn from even poorly written texts that are challenging for other readers.

c. The activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand and, consequences of performing the activity.

The consequences of reading are part of the activities lead to an increase in reader's knowledge. A second possible consequence of reading activities is finding out how to do something. These application consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have engagement as their primary consequence good comprehenders can be engaged in many different types of text.

Generally reading activity is divided into three different activities namely pre-reading activity, during activity and post-reading activity. The three stages are before reading, during reading and after reading is

in form of continuous activity. Three stages will be explained as followed:

1. Pre-reading activity

Pre-reading activity consist 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 picture, 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 consist of some strategies 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 that the student alreadyknows. 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 consist 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.

4. Level of Comprehension

Comprehension is understanding something, getting its meaning.⁹the word understanding can be taken literally; we “ stand under “ the author’s intentions, even when we suspect the author is trying into deceive us. However, reading need not stop with understanding. Reading as is fullest includes reflecting on what is read, evaluating it, comparing it with what is already know from other reading or from direct experience, trying it on for size to see how it fits.

⁹Mark Sadoskky, *Comprehension Foundations of Teaching Reading*, (New York The Guilford Press, 2004), 68

There are three levels of comprehension are usually proposed : the literal level, the inferential or interpretive level and the critical, applied, or appreciative level¹⁰ William S. Gray in Sadosky, lucidly called the three levels reading the lines, reading between the lines, and reading beyond the lines.¹¹

1. The literal levels

This level involves literal comprehension, interpreting the author's word in a given sentence in a way that has meaning to us, but without considering and weighing the implications of any interpretation we may have. Literal comprehension deals only with the textually explicit, with what is directly stated. Literal comprehension is reading to find information that is explicitly stated in the text.¹²

2. The inferential or interpretive level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied out not explicitly stated. The morphemes that make up infer mean "to carry into," implying that we carry meaning into a text rather than draw it

¹⁰Mark Sadoskky, *Comprehension Foundations of Teaching Reading*, (New York The Guilford Press, 2004), 68

¹¹Mark Sadoskky, *Comprehension Foundations of Teaching Reading*, (New York The Guilford Press, 2004), 68

¹²Ma'mur, *Op. Cit*, 17

out.¹³ At this level, teachers can ask more challenging questions such as asking students to do the following.

- Re – arrange the ideas or topics discussed in the text.
- Explain the author's purpose of writing the text.
- Summarize the main idea when this is not explicitly stated in the text.
- Select conclusion which can be deduced from the text they have read.

Inference can be broadly classified as logical or pragmatic.

¹⁴Logical inferences involve the rules of formal logic and result in a high degree of certainty. And pragmatic inferences are situation – specific and generally occur with a lower degree of certainty.

3. The Critical Level

Critical or evaluative comprehension is reading to compare information that is in the text with knowledge and value the reader

¹³Mark Sadoskky, *Comprehension Foundations of Teaching Reading*, (New York The Guilford Press, 2004), 69

¹⁴Mark Sadoskky, *Comprehension Foundations of Teaching Reading*, (New York The Guilford Press, 2004), 70

has.¹⁵ Critical reading involves developing discriminating tastes based on standard of value, either public or private.

B. General Concept of PQRST Method

Description of PQRST Method

A number of research related to PQRST method, significantly concluded that by using PQRST method, the students will get the learning method that is systematic, effective and efficient, in arranging the reading speed to be flexible, in reading outside of learning, students can specify the material according to their needs or not, and if not appropriate then the student may not continue reading activities.

PQRST was found by Thomas F. Stanton this method is used to improve reading competency. Skills students can achieve through reading learning activities with PQRST method, among others : 1) students can answer the question literal, 2) students can determine the main idea, 3) students can determine the explanatory ideas, 4) students can specify the main sentence of the paragraph, 5) the students can specify the explanation sentence of paragraph, and 6) the students can conclude the contents of the reading.

¹⁵Ma'mur, Loc. Cit

PQRST method is one method of reading which is similar or even same as the SQ3R method. PQRST is 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.

PQRST method in this study is a method of reading the passage which consists of five activities: preview, question, read, state/ summarize, and test some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, main ideas, and ideas of explanatory. The method is clearly illustrated below.

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

1. P (Preview)

In this first step, the reader determine what the entire text is about by skimming through it all so they know they're going to be

covering. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text.

One of the best things about previewing is that it takes very little time to do. Once they've had some practice, they'll usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

2. Q (Question)

After preview the text, the students as the readers determine what they are exactly looking for while reading. The students should make question based on what they have read before. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject.

With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be

motivated to find it. This will help them to learn as much as they can from reading. The questions are maybe a. Who is/are the major character/s? b. What do/does the major character/s look like? c. Where did the story take place?

3. R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas.

4. S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence

or two what they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

5. T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long term memory.