**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Reading**
2. **Definition of Reading**

Reading is very important for us, because by reading we can broaden and improve our knowledge. It is relevant to the first of holy Qur’an received by our prophet Muhammad (peace be upon him).

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ) ١ ( خَلَقَ الإنْسَانَ مِنْ عَلَقٍ ) ٢ ( اقْرَأْ وَرَبُّكَ الأكْرَ م ) ٣ )

الَّذِي عَلَّمَ بِالْقَلَمِ ) ٤ ( عَلَّمَ الإنْسَانَ مَا لَمْ يَعْلَمْ ) ٥ )

*Meaning: Read! In the name of your Lord who has created (all the exists). He has created man from a clot (a piece of thick congulated blood). Read! And your Lord is the most Generous. Who was taught (the writing) by pen. He has taught man that which he knew not.*

Based on the verse above, reading is the first activity that Allah order to human being.

Reading is one of four skills in language. By reading, the learners will get a lot of important information. Reading can also open the world and make the learners get new knowledge and many sources of information that they need. Many experts point out that reading is an activity, which is done by a person to build framework of messages that expressed by writers in their reading. Reading is a skill that is used in all subject areas and can greatly increase or decrease a student’s success in the classroom.[[1]](#footnote-1) Reading may be defined as an individual’s total inter-relationship with symbolic information.[[2]](#footnote-2)

According to Anderson, Reading is an activity that the reader doesn’t only involve understanding and interpreting the meaning, but the reader can use information from their background knowledge or experiences to gain information as well as information from the texts.[[3]](#footnote-3)Meanwhile Heilman states that reading is process of constracting meaning from written text in relation to experiences and knowledge to the reader.[[4]](#footnote-4)

In summary, reading is an activity of receiving information through some stages of thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active and on going process that is affected directly by individuals interaction with the text. The end result of reading is comprehension of what has been read.[[5]](#footnote-5)

1. **Types of Reading**

According to Brown, the types of reading are divided into three term,[[6]](#footnote-6) those are follows :

1. Academic reading such as articles, reports, journals, reference materials, textbook, theses, essays, papers, test direction, editorials and opinion writings.
2. Job-related reading such as message, letters/email, memos, forms, application and questionnaires.
3. Personal reading for example newspapers and magazine, letters, emails, greeting cards, invitations, massages, notes lists, schedules, recipes, menus, maps, advertisement, novels, short stories, jokes, drama, financial document, forms, questionnaires, medical report, immigration document, comic strips and cartoons.
4. **Reading Process**

According to Alderson , there are two common models of the reading process[[7]](#footnote-7) :

1. Bottom-up approach

Bottom-up approach begins when the readers start by knowing the letters or symbols, then recognizing the sound, interpreting the words, and the last is cracking the meaning of the words.

1. Top-down approach requires readers knowledge contribution in the process of receiving the incoming information from the text. By using top-down approach, the readers can comprehend the text through guessing or predicting or maximizing the use of their existing knowledge.

Richards and Schmidt also propose a model of the reading process, It is called interactive reading or interactive processing approach.[[8]](#footnote-8) It is a model of reading comprehension conducted through both bottom-up and top-down models. Based on this reading model, the readers get good understanding through identifying words meaning or sentences accurately and relating the text with the readers experiences or background knowledge.

1. **Teaching Reading**

Nation purposes four principles of the teaching reading.[[9]](#footnote-9) They are:

1. Meaning focused input. This principles requires the teachers to establish practice with a range of reading purposes. They may learn about reading for understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, or reading for writing.
2. Meaning focused output. It means that a reading course should be established integratively with other language skills such as listening, speaking and writing.
3. Language focused learning. It means that a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading.
4. Fluency development. There are three main points in this principles are :
* The teaching process of reading should help and push the learners to develop fluency in reading.
* The learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading.
* The learners should read a lot. Reading a lot made the learners experienced in many kinds of English texts.
1. **Reading Comprehension**
2. **Definition of Reading Comprehension**

According to Heilman, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.[[10]](#footnote-10) In other hand reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

Harris and Graham states that reading comprehension involves much more than readers responses to the text.[[11]](#footnote-11) In other words Reading comprehension is process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

1. **Assessment of Reading Comprehension**

Assessment used to determine the quality of students work. Luongo states that authentic assessment involves students in task that requires the application of knowledge and skills in real-life situation.[[12]](#footnote-12) According to Chambers and Gregory states that a function of any assessment regime is that it should act as a guide to reinforcing teachers priorities and helping the students to identify what activities, knowledge and understanding are centrally important to their progress.[[13]](#footnote-13) Assessment of the students should be explicitly linked to the learning process and outocomes of their degree program is not so much an invitation to teachers to work these things out for themselves as it may at first sight. Hill in Hernawati add the combination of the reading test is :[[14]](#footnote-14)

1. Multiple - choice Question

The multiple choice question have four possible labeled A,B,C,D. The students will choose one answer of one question. Each question correctly answered is given one point.

1. Short – answer question

The short answer question have a “Read, Think, and Explain” symbol next to them. Students should spend about three to five minutes answering each short answer questions on the lines provided. Each question answered correctly is given up to two points, partial credit is given. There can be some variation in the answer.

1. Long – answer question

The long answer question have a read “Read, Thinking and Explain” symbols with more lines next to them. Students should spend about seven to ten minutes answering each long answer question on the lines provided. Each question correctly answered given up to four points and partial credit is given. There can be some variation in the answers.

According to Patel and Jain the material of reading comprehension test should be closely related to the precise type of practical material conducted by the teacher to develop reading skill, so the test would be helpful to attempt to identify some the specific skills involving in reading.[[15]](#footnote-15) In relation to this study, the students reading comprehension will be ensured through administering a series of post test in the form of multiple choice test and question and answer test.

1. **PQRST Technique**
2. **Definition of PQRST**

PQRST was found by Thomas F. Stanton. This method is used to improve reading competency. PQRST technique is one of method of reading which is similar or even same as the SQ3R Method. PQRST Technique in this study is a technique of reading the passage which consists of five actifities. Some additional activities that consists of discussing the questions, discuss the answer, determining the main sentences, main ideas, and ideas of explanatory. PQRST is one of reading strategy of many strategies that can influence students’ comprehension in reading a text or information, because it contains some steps that support the students to be more active in comprehending the text better than another strategies.

According to Westwood The PQRST Technique is a simple, step-by-step plan of action any child might adopt when faced with a reading assignment.[[16]](#footnote-16) The steps are described below:

1. **Preview**

According to Mikulecky, previewing is a rapid kind of reading that allows you to get a general sense of what a passage, article, or book is about and how it is organized.[[17]](#footnote-17) Preview is conducting a quick survey of the text to identify to topic, the main idea, and the organization of the texts.[[18]](#footnote-18)In preview, the teachers will lead the students to identify main parts of the text. The reader can get a sense of where they are going with their reading. The step is usually done by reading the title or headline.

1. **Question**

The students generates some questions in his or her mind.[[19]](#footnote-19) Before arranging questions, student must read carefully the heading of the section and the heading of the subsection, then, turn topic headings into one or more question that we should expect to answer while reading the sections.

1. **Read**

The students reads the page carefully for information. Re-reads any difficult sections. Reading promote an active search for answer to the specific questions that the students developed. In this stage, students read activity the section. Reflect on the main ideas from the series of the paragraph in the texts. Students any mark or underline words or phrases in texts, it will help students to enable understanding texts.

1. **State/Self-Recitation**

State/self recitation is powerfull means of fixing the material in the memory. The students briefly states in his or her own words the main points from the textor draws conclusions from what has been read. This step encourage students to use their own words and nor simply copy from the book. This improves their memory and assures greater understanding. After students have finished reading the section, students should close the book and write the answer the questions that they developed. The answer should be written in their own words.

1. **Test**

In this step, the teacher 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 another students.

Based on the explanation above, the procedure in teaching reading through PQRST technique has five step. These steps can be applied well if there is good interaction between the teacher and the students.

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15. M. Pravin Patel, Dr. M.F and Jain, *En*g*lish Language Teaching (Methods, Tools & Technique),(*Jaipur : Sunrise Publisher,2008), 130. [↑](#footnote-ref-15)
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