

CHAPTER II

THEORY REVIEW, FRAME OF THINKING AND HYPOTHESIS

2.1 Theory Review

2.1.1 Concept of Reading Comprehension

Reading is one of the complex skills in language that has complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

McNamara (2007:2) said that reading is extraordinary achievement when one considers the number of levels and components that must be mastered. Grabe and Stoller cited in Putri (2015:2) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. By reading, students may gain important information since reading provides a lot of knowledge, inspirations, and ideas. Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet 1986:3). A simple sentence is, reading is a process between the reader and the text and it is not just an activity to read what is printed and written, but also about how the reader gets the message from the text and gets a point from the text.

According to Mikulecky (2007:74) true comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. While, Klingner(2007: 2) said that 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.

Reading is an activity to get the information or receiving information through some step of the thinking process such as interpreting understanding and decoding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is one of way to considered as a receptive skill.

According to Neufeld cited in Latifa (2018:244) comprehension is the process of building up an understanding of a text. There enough many written materials in English, especially in English class. In Indonesia, the government has published several books or text book for each grade, but although there was so many supporting media in English teaching and English learning that related to reading, the problem is still about one thing, it is about reading itself. Actually the problem is how to comprehend the English text well.

Based on the statement above, it can be concluded that reading comprehension is process of decoding written symbol to get the meaning, understanding and gets the information from a written text as efficiently as possible. Reading comprehension is interaction between text and reader, so they can use their prior knowledge to get the meaning of the text as efficiently as

possible. It means that reading comprehension is an ability that can make student more understand about what they read.

2.1.2 Types of Reading

According to Brown (2004:186) there are several types (genres) of reading:

- a) Academic reading are general interest articles (in magazine, newspaper, etc), technical reports(e.g., lab reports), professional journal articles, reference material (dictionaries, etc.), textbook, theses, essays, papers, test directions, editorials and opinion writing.
- b.) Job related reading are messages (e.g., phone messages), letters/emails, memos(e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents (bills, invoices, etc), directories (telephone, office, etc), manuals, directions
- c.) Personal reading are newspaper and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements (commercials, want ads), novel short stories, jokes, drama, poetry, financial documents etc.

2.1.3 Types of Reading Comprehension

According to Richards cited in Anizul (2015:12) Comprehension has some types, they are the level of reading comprehension can be classified into four levels, as follows:

- a) Literal Comprehension

The readers do not need to infer the meaning from the text since it is stated explicitly in the text. The reader only recognizes and understands the author's main ideas and details. It means that the readers just have to know the main idea of the text.

b) Inferential Comprehension

This type of reading is to discover the information which is not clearly stated in a passage, however, the reader has to use his experience and intuition by inferring. It means that the reader has to connect his experience related to reading information in the text that is stated implicitly.

c) Critical Comprehension

It is a reading to see the differences between the information in a text with the reader's knowledge and value. Readers need to identify the purposes of reading texts as well as reviewing what they already know about the topic. Then readers are expected to apply the reading skill related to information given in the passage so that they are able to make judgment.

d) Appreciative Comprehension

Reading to get emotional or other kinds of valued response from the text is called appreciative comprehension. It is based on deeper understanding and even emotional reaction to the author's language, ideas, imagination and values. In this type the reader will show a response in the form of emotion that gets after reading the text like laughing or crying.

2.1.4 Theory of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. According to Richards (2001:207) Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. According to Harmer (1998:70) The principles of teaching reading are stated below:

- a. Reading is not passive skill
- b. Students need to be engaged with hat they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full

2.1.5 Concept of Reading Assessment

Reading Assessment is a tool that used to measure the reading and comprehension skill of students at various grade levels. In assessing student's reading comprehension the teacher gives a written text to be read by them. In this

research reading assessment to be used is multiple choices. Students are given some text, and then given a set questions in multiple choice.

According to Brown (2004:206) notices that a set of questions in reading text should covers the comprehension of these features; main idea, expression/idiom/phrase in context, inference (implied detail). Grammatical features, detail (scanning for specifically stated detail), excluding fact not written (instead details), supporting idea and vocabulary in content. So aspect that be a assessment in reading are :

- a) Main idea
- b) Expression/idiom/phrase in content
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for specifically stated detail)
- f) Excluding facts not written (unstated detail)
- g) Supporting idea(s)
- h) Vocabulary in context.

Actually, based on the curriculum which is applied in Indonesia, the aspect of reading comprehension that will be used as indicators in assessing reading is only determining mine idea, reference inference in context, supporting detailed, and vocabulary in context, here are the details as follow:

TABLE 2
ASPECT OF READING COMPREHENSION

Aspect	Indicator	Score
Main idea	The students are able to determine the main ideas of the text	1
Reference	The students are able to Recognize the	1

	reference in the text	
Making Inference, in context (implied detail)	The students are able to Recognize the inference in the text	1
Supporting details	The students are able to determine the detail information and supporting idea	1
Vocabulary in context	The students are able to Use the correct vocabulary or diction.	1

2.1.6 Concept of PQRST Method

According to Hurmali cited in Hidayah (2014:6) There are some methods that can help students to increase their reading comprehension are SQ3R (*Survey, Question, Read, Recite, Review*), SQ4R (*Survey, Question, Read, Recite, Repeat, Review*), POINT (*Purpose, Overview, Interpret, Note, Test*), OK4R (*Overview, key Ideas, Read, Recall, Reflect, Review*), and PQRST (*Preview, Question, Read, Summarize, Test*). PQRST is one of method that can be applied in reading comprehension. The name of PQRST method is taken from P(*Preview*), Q (*Question*), R (*Read*), S (*Summarize*), T (*Test*).

PQRST method consists of five activities which are preview, question, read, summarize, and test. The goal of PQRST method is to help students to increase their reading comprehension. The PQRST strategy stands for Preview, Question, Read, State/Sumarize, and Test. Five Steps to the PQRST Literacy Strategy according to Wormerly cited in Susanti (2013:27) :

a. P – *Preview*

In previewing, 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. This step is usually done by reading the title or headline.

b. 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 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.

c. 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 when it applies by a game. The students also can find difficulties or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

d. S – *State/Summarize*

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.

e. 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.

2.1.6.1 Teaching Procedure Using PQRST Method

P (Preview)

- Students are made into several groups.
- Students are given the title of the text by writing on the board then brainstorming related to the title.

Q (Question)

- Predict together what the content of the text (arguments and suggestions relating to the topic, can use WH Questions)

R (Read)

- Students are asked to read the text
- Students are asked to look for / underline difficult words in the text

S (State/Summarize)

- Students (can be pair) are asked to work on task A
- Students (can be pair) are asked to work on task B
- Students and teachers discuss difficult words in the text and practice reciting them correctly (task A)
- Students and teachers discuss the contents of the text (task B)

T (Test)

- Students are asked to work on the task individually
- Students are asked to collect their work

The teacher and students conclude the prayer material and closing greetings.

2.1.7 Advantages and Disadvantages of PQRST Method in Teaching Reading Comprehension

2.1.7.1 Advantages of PQRST Method

PQRST method also has some advantages and disadvantages. First is *Preview*- This step is having some advantages, 1) Give students an overview of the material provided by the teacher. 2) Helping students recognize and look for the most important points.

Next are Questions - Formulate questions that you hope to answer. The advantages of this step are: 1) Helping students know exactly what to look for when understanding the text. 2) Encourage students to pay attention to details while reading. 3) Increase students' concentrations. 4) Helping me to prepare for the exam and get better grades.

Then, Reading effectively requires a reaction. The advantages are: 1) Preparing the students' brain to absorb knowledge. 2) increase the amount of text that can be learned. *State/Summarize*- Say in your own words what you read. The advantages are: 1) Give students certainty about what he actually learned. 2) Prove that students have a clear topic in mind so they can put it into words. 3) Increase students' confidence. Finally. Tests - the last important step in your PQRST study technique. The advantages are: 1) Preparing students for the exam. 2) Increase opportunities for better grades. 3) Check the extent to which you have changed what you have learned into long-term learning.

2.1.7.2 The Disadvantages of PQRST Method

The PQRST method is very difficult to be implemented if learning facilities for students such as students' books (text books) are not available at school. Ineffective implementation of PQRST Method with large number of students will cause teachers teaching is not optimal, especially in formulating the questions. It means the facilities such as students' book should available to every students in order the method will be implemented well.

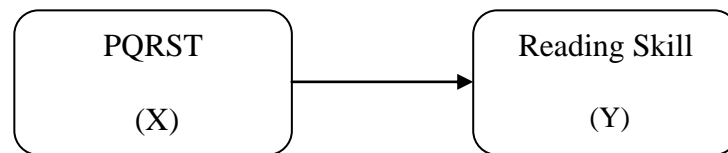
2.2 Frame of Thinking

Reading comprehension is one of aspects that is important and should be mastered by students. Having good abilities in reading will help students to get a lot of information and knowledge from any resources. Reading comprehension is a process to give an idea or opinion that can increase students' ability in English. There are some students' difficulties when they are in reading class, as for example the students face difficulties in comprehend the text because of their poor vocabulary mastery.

Reading comprehension is important to be mastered for supporting the skill in communication. However, the fact shows that during teaching and learning reading skill in the school dominated by presenting the material theoretically and using speech method also just giving task. This makes the students become uninterested to follow the learning process.

In order to make students become enjoy in teaching and learning process, the teacher are forced to be creative. One of the method is by using preview, question, read, state/summarize, and test (PQRST) method. By using PQRST it is

hoped that the PQRST will give significant effect to the students' reading comprehension achievement and it is also hoped that it will be better. By having better knowledge it makes students' reading comprehension achievement improved generally. This frame of thinking is drawn in the following picture.



Picture 1: Frame of Thinking

2.3 Research Hypothesis

Concerning to the theoretical review and conceptual framework, hypothesis of the research can be formulated as follows.

1. Null Hypothesis (H_0)

There is no significant effect of using PQRST method towards students' reading comprehension at the eleventh grade students of SMAN 4 Kotabumi Academic year 2018/2019.

2. Alternative Hypothesis (H_a)

There is significant effect of using PQRST method towards students' reading comprehension at the eleventh grade students of SMAN 4 Kotabumi Academic year 2018/2019.