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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. In many definitions, reading is an essential part to broaden knowledge. Reading is a process of getting information from a written symbol or written language. According to Rosenblatt in Moreillon (2007:19), reading is a transaction among the reader, the text, and the intention of the author. It means every reader brings feeling, personality, and experiences to the texts and each reader is different each time to revisit a particular text. Kalayo and Fauzan (2007:114) added that reading is an interactive process going on between the reader and the text, resulting in comprehension. In the other words, reading is the process to get comprehension.

Patel and Jain (2010:114) said that reading skill is one of the most important skills in term of learning a language especially in learning English. Reading is an important activity in life with which one can update his/her knowledge. In the other words, reading is certainly an important activity for expanding knowledge of a language. Besides, reading skill can be an important tool for determining one's academic success because through reading activity he/she can upgrade his/her knowledge.

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According to Moreillon (2007: 10), reading is an active process that requires a great deal of practice and skill. It means reading is an active process that considers a practice and skill. Students should practice in order to proceed reading become more active. Reading is one of the skills that has an active process to understand of reading material.

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and passage.

Sholes (2010:2) stated that the purposes of reading are as follow:

- a. For pleasure or for personal reasons
- b. To find personal information such as what book is mostly about
- c. To find a specific topic in a book or article
- d. To learn subject matter that is required for a class.

Reading is an activity with a purpose. The purpose for which person read extremely varied. According to Kalayo and Ansyari (2007:115), three processes above are the general processes of reading. Through those processes the readers can get the meaning from the text example narrative text.

According to Klingner (2007:8), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is not a

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simple process. In reading comprehension the readers need their prior knowledge about the text to build their comprehension.

2. Students' Reading Comprehension in Narrative Text

According to Vaughn (2004:98), comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. If we do not understand the message, we are not reading. Robert (2006:147) supported this statement by stating that if readers can read the words but do not understand what they are reading, they are not really reading. Reading, at same level, is involved in all academic courses. Students are expected to read a variety of texts and comprehend them in order to gain knowledge. While reading comprehension in school usually involves understanding textbook assignments, reading comprehension skills can also influence a student's ability to understand written directions, homework assignment and other literature.

In determining the meaning, the reader uses their knowledge, skills, and strategies. Readers' knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one other.

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- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy)

The components of reader's knowledge, skills, and strategies above need to be applied in order to achieve comprehension. Based on the explanation above, it can be concluded that reading is a complex process of getting information and knowledge from the text or the language being read. The purpose of reading is to get comprehension and it consists of several processes.

Patel and Jain (2010:133) added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. So, in reading comprehension we do not only understand the meaning of the text word by word, but also understand the meaning of text based on the context and the others.

According to Chair (2002:11), reading comprehension entails three elements:

- a. The *reader* who is doing the comprehending
- b. The *text* that is to be comprehended
- c. The *activity* in which comprehension is a part.

The first component in reading comprehension is the reader or the person doing the reading, the second is the text being comprehended by

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the reader, and last is the activity in which the reader build the comprehension. In doing reading comprehension process, a reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies. So, reader's comprehension depends on their way of thinking and their way to solve the problem during the reading comprehension process.

According to Klingner (2007:8), there are five basic comprehension processes that work together simultaneously and complement one another:

a. Microprocesses

Microprocess is the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. In this process, the reader decide which chunks of text or which details are important to remember.

b. Integrative processes

Integrative process is process of understanding and inferring the relationships among clauses or sentences. During this process, the readers are actively making connections across sentences. In integrative processing, the readers are provided whit some subskills including being able to identify and understand pronoun referents and being able to infer causation or sequence, and other inferences.

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c. Macroprocesses

Macroprocess is the process in which the reader organize the ideas of the text in a coherent way. The reader does this process by summarizing the key ideas read. In this process the readers select the most important information to remember and delete relatively less important details. The reader can make a map of or chart of the ideas. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas.

d. Elaborative Processes

Elaborative Process is the process of making inferences beyond points described explicitly in the text by using reader's prior knowledge or their experiences. The readers make inferences that may or may not correspond with those intended by the author. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences. So, in this process, the reader get the meaning or information based on their experiences.

e. Metacognitive processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive process is the reader's own way in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. In this process, the reader



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do controlling his/her own understanding by adjusting his/her own strategy.

All of the processes above are the basic processes of building reading comprehension. However, the comprehension level of one reader will be different from that of the others. So, comprehension is a process in order to understand and to get the message from the reading text. In other words, reading comprehension is as a goal of reading itself. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them accomplish the reading purpose.

Narrative text is a text which contains about story (fiction/non-fiction/tales/folktales/fables/myths/epic) and its plot consist of climax of the story (complication) then followed by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narration is the telling or relating of occurrence or a series of events. Syafi'i (2001:18) reviewed that narrative is a story telling that presents a series of events in a sequence of time. Kalayo and Fauzan added (2007:130) pointed out that the kinds of narrative texts are fairytales, legends, plays, science fiction, myths, cartoons, and adventures stories.

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According to Kalayo and Fauzan (2007:131), narrative text is characterised by several language features. The general language features of narrative text are:

- a. A narrative focuses on specific participants
- b. There are many action verbs, verbal and mental processes
- c. Direct and indirect speeches are often used
- d. It usually uses Past Tense
- e. Linking words are used, related with time
- f. There are sometimes some dialog and the tense can change
- g. Descriptive language is used to create listener's or reader's imagination
- h. Temporal conjunctions are also used.

Narrative text has a social purpose. The social purpose of of narrative text is to entertain, create, stimulate emotions, motivate, guide, and teach the readers. It means that narrative text wants to give entertainment to the reader in order to make them enjoy in reading. Besides, it also give motivation and message or moral value for the readers.

Narrative text is organized in some generic stuctures, those are:

- a. Orientation: introducing main which the characters and setting of time and place. Usually answers questions Who? When? Where?
- b. Complication or problem: in this stage the main characters get some problems and they find ways to solve the problems.

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- c. Resolution: it is the resolution of the complication/problem. The complication may be resolved for better or worse/happily or unhappily. These add and sustain interest and suspense for the reader.

3. The Factors Influence Students' Reading Comprehension in Narrative Text

According to Westwood (2008: 33-37) Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. They are as follows;

- a. Limited of vocabulary knowledge. A student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The student may be able to read a word correctly on the page but not know its meaning.
- b. Lack of fluency. Students who read very slowly – or much too fast – often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text.



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- c. Lack of familiarity with the subject matter. It is better to provide information first by other means to build firm background knowledge before students are expected to read about that theme in printed texts.
- d. Difficulty level of the text. The difficulty level of text is a major factor influencing material whether or not can be read with understanding.
- e. Inadequate use of affective reading strategies. The goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning.
- f. Weak verbal reasoning. Students think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.
- g. Problems with processing information. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be anxious or distracted and to ensure that the student is giving due attention to the task.
- h. Problem in recalling information after reading. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate



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attention to the reading task and knowing that it is important to remember details.

4. The Nature of PQRS Strategy

There is a good strategy that can be used in teaching reading in order to improve students' reading comprehension, named PQRS strategy. According to Ulu and Akyol (2016:1) Preview, Question, Read and Summarize (PQRS) strategy improved the comprehension skills of the students as it motivated them to review the text and stimulated their preunderstanding of the text. In order for the content of the text to be understood, former knowledge should be associated with new information; the reader should interpret the text and identify its main idea (Westwood, 2008; Martin and Kragler, 2011). PQRS strategy involves an action plan to be implemented while the students develop their comprehension skills (Westwood, 2001:62).

According to Vialle (2000:62), the PQRS strategy is a four-stage study method that will help you to read and understand your course material more effectively. So, PQRS strategy for successful activity gives you an understanding reading and note-taking of the main points of the chapter's focus is. Read through this strategy and apply it to the next piece of reading that you have to do in order to assess its effectiveness for students.



According to Westwood (2008:71), the following principles may also help to strengthen comprehension skill development for all children, not only those with learning difficulties:

- a. Ensure that the reading material presented is interesting and at an appropriate readability level.
- b. Always make sure children are aware of the purpose for reading a particular text.
- c. Apply comprehension strategy training, such as PQRS strategy.
- d. Prepare children for entry into a new book. Ask: “what do you think this story is about?” “what do the illustrations tell us?” “what does this word mean?” “let’s read the subheading before we begin”.
- e. If there are comprehension questions to be answered, read them together before the child reads the story or passage that he or she can enter the material knowing what information to seek.

Childrens’ reading comprehension can be improved by engaging them in discussion about the topic of the passage and encouraging them to adopt a thoughtful approach. Comprehension can also be improved by teaching children effective strategies for approaching a passage of text in order to get clear meaning from it. According to Westwood (2001:62), the teacher models the application of the PQRS strategy, demonstrating how to focus on key points in the text, check for understanding, back-track to gain contextual cues and self correct. This modelling helps children to internalise the steps in the procedure. Thinking aloud demonstrates how to

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question, check, reflect and summarise. The children are then taken through several sessions of guided practice using appropriate texts until they are confident about using the strategy independently.

In addition based on the explanation above, the researcher concludes that PQRS strategy stands for Preview, Question, Read and summarize. Each of them has their own function in creating comprehension. PQRS strategy also helps the students to motivate their ability in reading.

a. Preview

First of all, preview the entire chapter/title– skim through it all so you know what you are going to be covering. According to Vaughn (2004:104), text preview is a technique that motivates students to read for understanding by providing a structure with which they can integrate prior knowledge with the text. One way to do this to read the chapter introduction, look at the headings, read the section introductions check out the figures.

b. Question

As you read through each section, start by asking yourself “what am I supposed to learn in this section?”. This helps to get your brain in to sync with the topic being discussed. Smart questioning is an essential feature of assessing reading comprehension and a tool for extending of what was read.

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c. Read

At last, you can actually read that section. Do it carefully, think about the meaning and relate this to other things you know about this and similar topics. Do some underlining or highlighting of key words. Don't over do it! If you want to take notes, read the whole section first.

d. Summarize

So you have finished reading, think back about what the topic/story tell about. And then summarize it later with your own word.

This modelling helps students appreciate the value of having a plan of action for gaining meaning from text, and the value of self questioning and self monitoring while reading. The students are helped to practice and apply the same approach with the corrective feedback from the teacher. To aid generalization, it is important to use different types of reading material used for different purposes and to remind students frequently to apply the strategy when reading texts in different areas of the curriculum.

Reading and study skill strategies are best taught through dialogue between teacher and students working together to extract meaning from a text dialogue that allows students and teachers to share their thoughts about the process of learning and to learn from the successful strategies used by others. Dialogue also serves a diagnostic purpose by allowing a teacher to appraise the students' existing strategies used for



comprehending and summarizing texts. Peers can facilitate each other's learning of reading strategies in small groups.

5. Using PQRS on Students' Reading Comprehension in Narrative Text

The PQRS strategy is a simple, step by step plan of action any child might adopt when faced with a reading assignment. According Westwood (2008:62), the steps are described below:

a. Preview

The teacher asks the students to scans the chapter or page, attending to the title of narrative text. Example: What the story about? Who is cinderella?

b. Read

The teacher asks the students to generates some questions in his or her mind about story. Example: what the characteristic of cinderella?

c. Question

The teacher asks the students to reads the page carefully for information. After they read the story they can answer the questions.

d. Summarize

The teacher asks the students to briefly states in his or her own words the main points from text or make conclusions from what has been read.

According to Vialle (2000:62), Another approach to improving students' comprehension in mixed-ability classes is to device differentiated reading assignments that contain questions of four types:

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- a. Questions are straight forward, and simply ask for information that is presented clearly within the text.
- b. Questions require ‘thinking and searching’. In other words, the reader must put together pieces of information in the text to arrive at an answer.
- c. Ask for information that is not specifically stated, but can be inferred by the reader.
- d. Questions require the reader to go beyond the text to link his or her prior knowledge and experience in order to interpret a story, article or report at a deeper and more personal level. The approach has been found helpful for ESL students as well as others.

To summarize, the following general principles help to facilitate development of comprehension skill for all students including those with learning difficulties:

- a. Ensure that reading material is varied and interesting to the students and at an appropriate readability level.
- b. Always make sure students are aware of the purpose in reading a particular text.
- c. Apply comprehension strategy training to real text; do not rely on contrived comprehension exercise for strategy training.
- d. Prepare children for entry into a new book. Ask: “what do you think this story is about?” “what do the illustrations tell us?” “what does this word mean?” “let’s read the subheading before we begin”.

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- e. Read comprehension questions before the story or passage is read so that the students enter the material knowing what to look for in terms of relevant information.
- f. After the reading the text, encourage students to set comprehension questions for each other; then use these questions to discuss what is meant by factual level information, critical reading inferring, predicting.
- g. Devote time regularly to discussing how a particular sample of text can be summarized. Making a summary is an excellent way of ensuring that students have identified main ideas.
- h. Make frequent use of advance organizers such as a list of key points to look for. Use graphic organizers or story maps to summarize relationships among key points after reading the text.

B. The Relevant Research

According to Syafi'i (2007:122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. Besides, the researcher has to analyze what the point that is focused on, informs the design, finding, the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers. Below are some researches conducted by some researchers relevant to this research:



A research conducted by Widia Tri Rahayu on 2012, entitled “The effect of using PQRST in narrative text on students’ reading comprehension at junior high school 33 Pekanbaru.” She found that there was a significant effect of using PQRST Method toward the reading comprehension of the first year students at islamic senior high school Babussalam Boarding school. However, this research is relevant since the strategy used is similar to the researcher’s study.

The research from Ulu, H & Akyol, H. (2016) conducted a research entitled “The Effects of Repetitive Reading and PQRS (Preview, Question, Read and Summarize) Strategy in the Development of Reading Skill”. it was found that PQRS strategy had a positive impact on the comprehension skills. At the end of the implementation process, we have seen the state of anxiety reduced to a free level.

C. Operational Concept

The operational concept is the concept used in accordance with literature review. In order to avoid misunderstanding in carrying out this research, it is necessary to clarify briefly about the variables used in the research. This research consists of two variables; those are independent variable simbolized by “x” and dependent variable simbolized by “y”. Variable x is using PQRS strategy, and variable y is the students’ reading comprehension. The relationship emong variable x, y and text see in appendix 1.

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Based on Weswood (2001:62), the indicators of variable X (PQRS Strategy) are described in the following steps:

1. Preview

The teacher asks the students to scans the chapter or page, attending to the tittle of narrative text.

2. Question

The teacher asks the students to generates some questions in his or her mind about story.

3. Read

The teacher asks the students to reads the page carefully for information. After they read the story they can answer the questions.

4. Summarize

So you have finished reading, think back about what the topic/story tell about. And then summarize it later with your own word.

Based on the syllabus, the indicators of variable Y (Students' Reading Comprehension) are:

1. The students identify the factual information of the narrative text.
2. The students identify the communicative purpose of the narrative text.
3. The students get the meaning of the unfamiliar words of the narrative text.
4. The students comprehend the essence and the message of the narrative text.
5. The students identify generic structure of the narrative text.



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D. Assumptions and Hypothesis

1. Assumption

In this study, the researcher assumes that the students who are taught by using PQRS strategy would have better reading comprehension achievement. Therefore, the better the implementation of PQRS strategy in reading subject, the better students' reading comprehension will be.

2. Hypothesis

- a. H_0^1 : There is no significant difference on students' reading comprehension pre-test mean score between experimental group and control group at Salafiyah Syekh Burhanuddin Kuntu.
- b. H_0^2 : There is no significant difference on students' reading comprehension post-test mean score between experimental group and control group at Salafiyah Syekh Burhanuddin Kuntu.
- c. H_0^3 : There is no significant difference on students' reading comprehension between pre-test and post-test mean score of using PQRS strategy in experimental group at Salafiah Syekh Burhanuddin Kuntu.
- d. H_a^1 : There is significant difference on students' reading comprehension pre-test mean score between experimental group and control group at Salafiyah Syekh Burhanuddin Kuntu.

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- e. H_a^2 : There is significant difference on students' reading comprehension post-test mean score between experimental group and control group at Salafiyah Syekh Burhanuddin Kuntu.
- f. H_a^3 : There is significant difference on students' reading comprehension between pre-test and post-test mean score of using PQRS strategy in experimental group at Salafiyah Syekh Burhanuddin Kuntu.