



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skills which is important for the students in language learning. Through reading, the students can get information and get the ideas from what they read. Reading is not a natural part of human development. According to Willis (2008:2), unlike spoken language, reading does not follow from observation and imitation of other people. Reading is an activity to get ideas between the writer and the reader to understand what they read. The reader should master good reading skills to get information or ideas from the act of communication. Rosenblatt in Judi moreillon (2007:19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author.

Reading is the sense of process getting from written or printed text.

According to Grabe and Stoller (2001:2), reading is the ability of drawing meaning and interpreting information in the printed page appropriately. They state that reading is also interactive in term that linguistic information from the text interacts with information activated by the reader from long-run memory, as background knowledge. It can be concluded that reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information. In short, reading is making meaning from print and from visual information.

According to Alderson (2000:16), there are two common models of the reading process. They are bottom-up approach and top-down 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.

On the other hand, 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.

Reading is not simply getting the word right, without comprehension there is no reading. According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements. There are the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part. It means that reading comprehension cannot be successful without understanding between the reader and the text. So, a reader must build the good interaction to the text.

According to Rubin in Westwood (2001:10), reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, and establish relationships with the new incoming information on the page, in order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Based on the statement above, it can be assumed that reading

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





comprehension is how the reader constructs the meaning of the printed words by using their thinking and their prior knowledge of the reader. Reading comprehension is important because the reader can understand what is read and know the gist of the text that readers read.

Reading comprehension is an activity to get ideas between the writer and the reader to understand what they read. Pressley in Westwood (2001:10) said that the good comprehenders are effective users of comprehension strategies when they work with text. In reality, a reader just reads the text and doesn't understand what they read. There are many strategies and techniques that could be applied to improve the comprehension. So, a reader must be selective to find and apply the effective strategy to improve their comprehension ability. The reader needs techniques and strategies to help them in comprehending the text. Zimmermann in Moreillon (2007:11), identified seven reading comprehension strategies. There are activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up opinions and synthesizing. It means that the reader can choose and apply a good strategy to improve their ability in reading comprehension. A good reader can choose the effective strategy to improve their ability in reading comprehension.

According to Westwood (2000:107), reading comprehension skill can be improved when teacher models and demonstrates effective strategies. He also states that comprehension strategies must be encompass previewing the material before it is read to gain an overview, locating the main idea in a paragraph, generating question about the material by thinking aloud, predicting what will happen, or suggesting possible cause and effect and summarising or paraphrasing the main



content, it means that effective strategies must have some categories. The strategy can build prior knowledge, find the main idea, make prediction and conclude the information from the text. So, a reader can choose and apply the effective strategy that refers to the criterias.

Reading is a process to get the information from written text. There are many written texts. The reader has different ways to read the information from the text. According to Brown (2004:189), there are several types of reading. First, Perceptive, perceptive reading task involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Second, selective, this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/fall, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs.

Third, Interactive, it includes among interactive reading types that are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, except from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of the interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Fourth, Extensive reading. It applies to text of more than a page, up to and including professional article, essays, technical reports, short stories, and books.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Rubbin in Westwood (2001:10), reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, and establish relationships with the new incoming information on the page, in order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

There are some levels of comprehension. In this case, levels mean different depth of understanding, different analysis of what is meant. According to Smith in Westwood (2001:21), reading comprehension into four levels of complexity. First, Literal level, the basic facts are understood. Second, inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. Third, Critical level, the reader assesses the good sense of what he or she is reading, clarity, accuracy and any apparent exaggeration or bias. Fourth, creative level, the reader can take information or ideas from what has been read and develop new ideas from them. So, there are four levels that show the readers' comprehension. The readers can classify their levels in reading comprehension.

Reading is an active process that requires a great deal of practice and skill. The readers can category their reading ways to some levels. It depends on their knowledge and the text that they read. The goal of reading is comprehension. The reader read the text to get the information and understand the information. But in fact, a reader does not get the information. There are some many factors that caused that. According to Westwood (2008:33), comprehension problems can be caused by a variety of different factors. There are most frequently mentioned causal



factors. First is Limited vocabulary knowledge. If 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 and the words used in the text. Second is Lack of fluency. Third is Lack of familiarity with the subject matter. It is much easier to read with understanding if the reader already processes some prior knowledge of the topic (Gersten et al.,2001;Kemple et al.,2008). Fourth is Difficulty level of the text (readability). It is a major factor influencing whether or not material can be read with understanding (Fountas & Pinnell, 2006). Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. Fifth is Inadequate use of effective reading strategies.

Unlike skilled readers, weaker readers don not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualise, make connections, reflect, infer, predict, question and summarise (Kemple et al., 2008; McKown & Barnett, 2007; Sencibaugh, 2007). Sixth is Weak verbal reasoning. The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connection among facts and to critique the ideas, reflects the operation of verbal reasoning (Cain & Oakhill, 2006; Hummel,2000).

Seventh is Problem with processing information. A reader has to be able to keep relevant information within working memory and make necessary connections between ideas (Cohen-Mimran & Sapir, 2007; Savage et al.,2007; Swanson & Jerman, 2007). Eight is Problems in recalling information after reading. Recall is strongest when readers connect new information in the text to their

previous knowledge and experience, and when they rehearse key points from the text (Chan & Dally, 2002; Myers & Botting, 2008; Sencibaugh, 2007)

The reading comprehension skills of all children can be increased when teachers spend time demonstrating effective strategies for processing text (Ellis 2005; Neufeld 2006; Pressley and Hilden 2006; Westwood 2007: 107). It means that the teacher must select the effective strategies to improve the child ability and demonstrate it clearly to the child. Some of people can study by self and imitate after see the others.

Curriculum has important position in whole of education process. In Indonesia curriculum had been changing and developing overtime. In Junior High School, reading is one of four skills in English. Reading is taught twice a week in 80 minutes for one meeting. It means that the students have to learn English for 160 minutes in a week. In School-Based Curriculum (KTSP), there are two competences namely standard competence and basic competence which need to be mastered by students. According to Syllabus 2016-2017 in the second semester, the standard competence in reading skill at the eight grade is to understand the meaning in short simple essay such as descriptive, recount and narrative sustained in daily life. And the basic competence is to respond the meaning and rethorical step of short simple essay accurately, fluently, acceptably in form of narrative text. The minimum passing grade for reading is 70.

According to Gillet, Temple, and Crawford in Bayyini (2015:26), the teacher uses different kinds of assessments for different purposes at different points in the year. Many schools use four phases of assessment. First, Screening Assessment. It uses as economic as possible because it may given to an entire class

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





or an entire grade, examine only a few key aspects of literacy and just enough to identify the children who need extra attention. In this case, at the beginning of the year, the teacher may administer screening measure to determine which the children who need extra support and attention, Second is Diagnostic Assessments. It may test specific skill such as a test of phonemic segmentation or test reading fluency. Others, like an informal Reading Inventory, are more comprehensive and test areas of reading ability. Third is Monitoring Assessment. It is advisable with end of year assessment to make sure all students who are learning what they will expect you to know. Fourth is Outcomes –Based Assessment. It also refers to as grade-level reading standards-based assessment; because the desire outcomes of a year’s teaching are reflected in each state’s learning standards. Those skills include phonemic awareness, phonemic, fluency, vocabulary, and comprehension.

To asses the students’ reading comprehension in SMPN 30 Pekanbaru, the researcher used the rubric of cumulative minimum standard scoring in reading comprehension. There are some criteria and number of test in scoring rubric for assessing the reading comprehension. It was applied to assess students reading comprehension in test instrument. After finishing the test, the researcher categorized the score of reading comprehension. So, the students had to answer 70 % right answer from each criterion for passing the cumulative minimum standard. The students should pass this standard.

2. Narrative Text

Narrative text is one type text of taught for students in SMPN 30 Pekanbaru. In narrative text students are expected to understand about the context and to find out the moral value of the story. There are many types of narrative. They can be

imaginary, factual or a combination of both. The purpose of narrative is to entertain the readers. Narrative text is a kind of text which makes the reader enjoyed and interested in the story and to teach or inform the reader. The readers more enjoy to read kinds of story that they feel amuse and make them laughing.

According to Westerveld & Gillon in Westwood (2008:48), for most readers, narrative text, with its settings, characters, actions, outcomes, and a conclusion is easier to read with understanding than expository text. However, Knapp (2005:221), the genre of narrative is one of the most commonly read, though least understood of all the genres. It means that many students like to read story than data or fact.

On other hand, narrative text can be presented as written or spoken texts. Narrative text tells a story which raises the problematic experience in the past and resolution to amuse the reader which consists of some characters, plots, settings, and actions which have the problematic. Narrative text also teaches the reader about moral value (coda) like fable, legend, folktale, etc.

Narrative text has some grammatical and language features. According to Knapp (2005:222), there are some grammatical and language features. There are first, when sequencing people and events in time and space, narrating typically use action verbs and temporal connectives. Second, Recounts and stories are typically written in the past tense unless quoting direct speech. Third, in action sequences, mainly action verbs are used, while in reflections/ evaluation mental verb predominate. Next, narrative often uses action verb metaphorically to create effective images. Then, narrative often uses rhythm and repetition to create particular effects. Last, play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effect.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
Staf Islamic University of Sultan Sa'ari Kasim Riau

The generic structure of narrative text consists of some parts. First is Orientation. It introduces and tells about characters, setting of place and time. Orientation tells the reader who is in the story, when the story takes place, and where the story is happening. Second is Complication. It is about conflict or crises arisen that happen to the characters. Third is Sequence of events. It means that how the characters react and do something to the conflict or crises happen. It involves the character's feelings and what they do. Fourth is Resolution. The characters solve the conflict in the complication. Last is Coda (moral value). The message will be learning from the story. Coda includes a moral or message to be learnt from the story.

According to Bcahman in Rosyada (2015:12), there are some elements of a narrative text. First is Plot. It is defined as an author's careful arrangement of action happened in a narrative to archive a desired effect. Series of actions in narrative text are often presented in chronological order. Traditionally, plots grow out of a conflict are internal or external struggle between the main character and an opposing force. Second is Setting. In narrative, the author usually opens their story by telling the setting-that is, the time and the place. However, setting can be general, specific, and very detailed. Setting usually functions as more than a backdrop for a story. Third is Character. All stories have a character to be presented. Based on the literary term, a character is a person created for a work of fiction. In some cases, they are veiled, autobiographical version of the author or they are people the author knows or people the author has observed or overhead. Fourth is Point of view. Narrative text can be First-person (by using "I"), and Third-person (by using "he, she, it"). First-person is not about the author, the author creates a person or mask through which he or she tells story.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



3. Preview-Questions-Read-Summarise (PQRS) Strategy

A. Definition of PQRS Strategy

One of a simple reading comprehension strategy is PQRS, where each letter in the mnemonic signifies a step in the strategy. According to Westwood (2001:62), the PQRS strategy is simple, step by step plan of action any child might adopt when faced with a reading assignment. The steps are: First P as Preview. The child scans the chapter or page, attending to headings, subheadings, diagrams of figures. Gains a general impression of what the text is likely to cover. Asks him or herself, "What do I know already about this subject?" in this step, the students will learn quickly what the chapter is about and what its main ideas are. Previewing also reminds the readers of what they may already know about the content as well as preparing the readers for learning more. Second, Q as Question. The child generates some questions in his or her mind. "What do I expect to learn from this?" "Will it tell me how much the item costs?" "Will it give the answer to the next question on my homework sheet?" "Will I need to read this part carefully, or can I skim it?". Asking questions help the reader to stay focussed on what they are reading. The readers can use 5W 1H questions.

Third, Read. The child reads the page carefully for information. Re-reads any difficult sections. Asks, "Were my questions answered?" "Do I need to check this again?" "Do I understand everything on the page?". In this step, PQRS strategy means looking for the answer the questions you made in the Questioning stage or column. This step will improve reading the information carefully to find what you need. Last, S as Summarise. The child briefly states in his or her own words the main points from the text or draws conclusions from what has been read. In this step you write down the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

answer to all your questions in note form. Before making conclusion, re read each of your written answers to make sure that you have recorded all the important information.

Preview-Question-Read-Summarise (PQRS) strategy can improve the reading comprehension skills of the students as it motivates them to review the text or book and stimulate their preunderstanding of the text. According to Westwood (2001:62), PQRS strategy involves an action plan to be implemented while the students develop their comprehension skills. It means that PQRS strategy has several action activities to develop and improve the students' comprehension.

Westwood (2007:108) also suggested the teacher models the application of the PQRS approach several times using different text, demonstrating how to focus on important points in the chapter or article, how to check one's own understanding, how to back-track or scan ahead to gain contextual cues, and how to select the key points to summarize. It means that this modeling will help the students to gain meaning from the text and self-question and self-monitoring while reading.

In P (Preview) step, before reading a content, you should preview it. When previewing, you want to get a sense of where you are going with your reading. Previewing a book gives the readers a chance to fit the information into a meaningful context. This helps them to bring all of their previous knowledge and schemas to the task in order to predict what they will read (dyslexiahelp.umich.edu.21 January 2017). In the preview step, the teacher will lead the students to scan the chapter or page, attending to headings, subheadings, diagrams or figures. The readers can try to read the title and the chapter objective, skim the introduction, look for hints about key concepts, read





and think about the heading and subheadings. The readers also can notice pictures and diagrams, chart, bolded or italicized word.

Previewing gives the readers the general picture of material being presented. It also helps the readers look for and recognize the most important points because the readers use skimming and scanning technique. According to (AEA267:23 January 2017), previewing text helps to engage and develop the background knowledge for students of all ages. It aids students in making predictions about the text and can pique their interest, thereby increasing their motivation to read. In addition, previewing allows the students to focus their reading on key information. It is supported by Brummer (2008:125) by providing students with a Preview, teachers activate and build on students' background knowledge, establish a purpose for reading, and give students the opportunity to discuss or question information prior to reading.

In Q (Question) step, after getting an overview of the chapter through previewing, the readers can start to ask questions. In the step, you can generate questions to help focus your reading and find key points. The readers can predict questions based on the title. Include questions based on who, what, when, where, why, and how. According to Brummer (2008:149), questioning is an integral part of the thinking process, and therefore, it is an essential element of learning. Students must develop their abilities to question in order to become successful problem solvers, critical thinkers, and decision makers. The benefits of questioning are to help the students pay closer attention to what they're reading, increase the concentration by giving something to hurt for throughout the study, encourage to watch for details when reading and enable to spot ,more test questions.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



In R (Read) step, after generating a few questions, you finally get to read. The readers can read carefully each section. When reading the text, the readers can look for the answers to your questions. You may reread sections that are difficult. You must remember that goal of your reading is to answer the question you listed during phase one.

In S (Summaries) step, talk to yourself about what you've read. After you've read a paragraph, you can stop, look away, and say in your own words what you just read. When you put into your own words what you read, try to think how the concepts apply to situations and even to possible test questions. You will get more efficient at this the more you do in this step. At first, try just a paragraph and as you get better it, you can lengthen out to a passage at a time. The benefits of summaries are to give a check on what you really learned from the text, prove that your topic clearly in mind if you can put it into words, to test your understanding of the material and it can increase your confidence in reading. It is supported by Brummer (2008:173) that summarizing improves readers' abilities to locate the main ideas and supporting details, identify and omit unnecessary details and redundant material, remember what is read, analyze text structure, see how ideas are related, generalize details, clarify meaning, take notes, are rethink what they can process it more deeply.

A. Procedures and Learning Principle of PQRS Strategy

PQRS strategy proves a supportive method of developing comprehension. Westwood (2003:21) noted that in PQRS strategy the students preview the text, generate questions about the text, read text carefully and again if necessary and finally, summarise the text by identifying the main ideas. PQRS strategy help to enhance

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students' comprehension of text. In applying this strategy, there are some steps that can be followed by students. The steps are:

Table II.1
Procedures And Learning Principle of PQRS Strategy

No.	Procedures	Learning Principle
	<p>P (Preview)</p> <p>In previewing, the teacher will lead the students to scan the chapter or page, attending to headings, subheadings, and diagrams of figures. Gain a general impression of what the text is likely to cover. This step is usually done by reading the title or heading.</p>	<p>Previewing a book gives the readers a chance to fit the information into a meaningful context. This helps them to bring all of their previous knowledge to the topic. It is supported by Brummer (2008:125) by providing students with a Preview, teachers activate and build on students' background knowledge, establish a purpose for reading, and give students the opportunity to discuss or question information prior to reading. In preview step, the teacher will lead the students to scan the chapter or page, attending to headings, subheadings, diagrams of figures. The readers can try to read the title and the chapter objective, skim the introduction, look for hints about key concepts, read and think about the heading and subheadings. The readers also can notice picture and diagrams,</p>

<p>Hak Cipta Dilindungi Undang-Undang</p>	<p>© Hak cipta milik UIN Suska Riau</p>	<p>chart, bolded or italicized word. Previewing gives the readers the general pictures of material being presented.</p>
<p>Hak Cipta Dilindungi Undang-Undang</p>	<p>Q (Question)</p> <p>The teacher develops questions to which the students want to find the answers. In this step the students generate some questions in his or her mind.</p>	<p>According to Brummer (2008:149), questioning is an integral part of the thinking process, and therefore, it is an essential element of learning. Students have to develop their abilities to question in order to become successful problem solvers, critical thinkers, and decision makers. In this step, the students can generate questions to help focus your reading and find key points. The students can predict questions based on the title. Include questions based on who, what, when, where, why, and how.</p>
<p>Hak Cipta Dilindungi Undang-Undang</p>	<p>R (Read)</p> <p>The next step is read the material. The teacher will give the text to the students. It can be in group reading or individual reading activity. The students read the page carefully for information. Re-</p>	<p>After generating a few questions, the students finally get to read. The students can read carefully each section. When reading the text, the students can look for the answers to your questions. You might reread sections that are difficult. According to Snow (2002:11), reading comprehension is as the process of simultaneously extracting and constructing</p>

- Hak Cipta Dilindungi Undang-Undang
- © Hak cipta milik UIN Suska Riau
- State Islamic University of Sultan Syarif Kasim Riau
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>Hak Cipta Dilindungi Undang-Undang</p> <p>© Hak cipta milik UIN Suska Riau</p>	<p>reads any difficult sections. They would find the difficult or new vocabulary in the text while reading the text.</p>	<p>meaning through interaction and involvement with written language. So, the students can read the passage and find the information from the text.</p>
<p>Hak Cipta Dilindungi Undang-Undang</p> <p>© Hak cipta milik UIN Suska Riau</p>	<p>S (Summaries)</p> <p>After the students finished reading text, the teacher might ask or summarize by recalling the important ideas from section reader just read. In this step, the students briefly state in his or her own words the main points from the text or draw conclusions from what has been read.</p>	<p>According to Brummer (2008:173), summarizing improves readers' abilities to locate the main ideas and supporting details, identify and omit unnecessary details and redundant material, remember what is read, analyze text structure, see how ideas are related, generalize details, clarify meaning, take notes, and rethink what they have read so that they can process it more deeply. The benefits of summaries are to give a check on what the students really learn from the text , prove that your topic clearly in mind if you can put it into words, to test your understanding of the material and it can increase your confidence in reading .</p>

C. Teaching Reading Comprehension by Using PQRS Strategy

Teaching reading comprehension must be based on an understanding of children as learners, and learning to read must be viewed as long-term developmental process. In addition, Heilman (1981:238) mentioned about crucial factor affecting comprehension is

the importance of reader's background experience. The teacher should consider appropriate strategies and techniques to be applied to support the students in learning reading comprehension.

Reading comprehension is best taught dialogue between the teacher and the students working together to extract meaning from the text. It is supported by Westwood (2000:105), reading comprehension is not something after learning the mechanics of reading; reading for meaning must be the focus of any literacy programme from the very beginning. When the teacher reads stories to children they can discuss the material and encourage children to think about and evaluate the ideas in the story. There are so many strategies and techniques which can be used to teach reading. One of them is PQRS strategy

PQRS strategy prove a supportive method of developing comprehension. Westwood (2003: 21) in PQRS strategy the students preview the text, generate questions about the text, read text carefully and again if necessary and finally, summarise the text by identifying the main ideas. PQRS strategy help to enhance students' comprehension of text. In teaching reading comprehension using PQRS strategy, the teacher will introduce the strategy to the students. It can be done by presenting the steps in applying PQRS strategy in the reading process. Then, the teacher will provide the text which will be comprehended. Next, the students will follow PQRS strategy steps (Preview, Question, Read, Summarize). The last is evaluating the learning process by asking the students whether they comprehend the text or not.

First Preview, before reading a text, the students should preview it. When previewing, the students would get a sense of where they are going with their reading. It is like planning for a trip to an unfamiliar places. You will make a plan before leaving and



figure out what you're going to see along the way. In previewing, the students can read the title and chapter objective. Ask yourself a few questions, such as "what do I already know about this topic?," "what key concepts is the chapter going to discuss?". Then, skim the introduction, looking for hints about key concepts. Read and think about headings and subheadings. Next, notice pictures and diagrams, charts, bolded or italicized words. Read the summary and scan the review questions. In learning activities, the teacher could apply Preview step for 5-10 minutes. The goal is to build prior knowledge for the students.

In Question step, after getting an overview of the chapter through previewing, it is time to start asking questions. The goal is to help the students focus the reading and find key points in each section. The students could read the heading and predict questions based on that heading. Include questions based on who; what; when; where; why; and how. In this section, the students could apply 1-2 minutes per heading.

In Read step, the students finally get to read, but they are not going to read the whole chapter. As a general rule, a key idea is usually introduced in each paragraph. In fact, the key idea is found in the first sentence. While the students are reading, they can look for answer to their question. Notice the bolded and underlined words. Then, reread sections that are difficult.

Last, Summarize, after they finish reading the text, summarize your learning by recalling the important ideas from the section you just read and recording them in your notes. Write the key ideas in point form and in your own words, so you understand the information better.

B. Relevant Research

There are several researchers that had studied about PQRS strategy:


Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. The research was conducted by Aprida Nur Riya Susanti (2012) entitled *Improving Students' Reading Comprehension Through PQRS Technique Grade XI of SMA PIRI Yogyakarta*. She found that the technique gave better effect to students' reading comprehension than conventional technique. The result of the research showed the increase of students' motivation, classroom interaction, and students' enthusiastic in learning reading process. She analyzed and calculated pretest and posttest for both groups. She found the mean score of the students' reading comprehension test improved from 36.89 in the pre-test to 44.23 in post-test. It means that there was an increase of the students' reading comprehension which was 7.34.
2. The research was carried out by Kadek Angga (2013) entitled *Improving Reading Comprehension Through PQRST technique of Eight Grade Students of SMP N 2 Banjarangkan*. He found that PQRST technique could improve the reading comprehension. The research consisted of two cycles and in each cycle there were two following sessions. The result of data analysis in cycle I showed the increasing mean of 58.84, and 66.24 for S1 and S2 respectively. The result of data analysis in Cycle II clearly showed the increasing mean of 78.6 and 86.56 for S3 and S4 respectively. The grand mean for cycle I and cycle II showed 62.54 and 82.58. There was a different mean of 20.04 between the two cycles. The result of the analysis of questionnaires score showed the comparative percentage which was 53.50%, 40.56%, 5.94%, and 0% for the total responses of questionnaire items of options A,B,C, and D respectively. It means, the students in learning reading comprehension changed positively.

C. Operational Concept

Operational concept is the concept that is used to give the information to theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In this research, there are two variables, and the data have been taken by using test. For experimental class, the students were taught by using PQRS strategy in the teaching reading, and for control class, the students were taught by using conventional strategy. The writer used two variables in this research. They were variable X and variable Y. PQR strategy was as variable X that gave the effect on students' reading comprehension as variable Y. The indicators compared were about students' reading comprehension before and after being taught by using PQRS strategy. The indicators are as follow:

1. Variable X (According to Westwood (2001:62), teaching procedures of using PQRS strategy are as follows
 - a. P in Preview. The teacher will lead the students to scan the chapter or page, attending to headings, subheadings, diagrams of figures. Gains a general impression of what the text is likely to cover. This step is usually done by reading the title or heading.
 - b. Q in Question. The teacher develops questions to which the students want to find the answers. In this step the students generate some questions in his or her mind.
 - c. R in Read. The teacher will give the text to the students. It can be in group reading or individual reading activity. The students read the page carefully for information. Re-reads any difficult sections. They will find the difficult or new vocabulary in the text while reading the text.

Hak Cipta Diindungi Undang-Undang

© Hak Cipta Sertifikat UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d. S in Summarise. After the students finish reading text, the teacher may ask or summarize by recalling the important ideas from section reader just read. In this step, the students briefly state in his or her own words the main points from the text or draws conclusions from what has been read.

2. Variable Y (Students' reading comprehension in narrative text)

- a. The students find out the main idea of narrative text.
- b. The students determine the generic structure of narrative text.
- c. The students find information of narrative text.
- d. The students determine the language features of narrative text.

D. Assumption And Hypothesis

1. Assumption

In this research, the writer assumed that students' reading comprehension of narrative text which is taught by PQRS strategy gave significant effect.

2. Hypothesis

Alternative Hypotheses (H_a):

H_a : There is a significant difference between students' reading comprehension of narrative text using and without using PQRS strategy .

Null hypothesis (H_o):

H_o : There is no significant difference between students' reading comprehension of narrative text using and without using PQRS strategy.