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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 Nature of Reading

There are four skills that English learners must master in learning English; listening, speaking, reading and writing. Reading is one of the English skills which must be mastered by the students. It is an important skill for students to learn. Harmer (2007:99) states that reading is useful for language acquisition; the more the students read, the better they get at it. Good comprehension of what the readers read is essential for success in life. It can be broadly defined as “understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society” Mc Donough (2003:89) supports by stating that reading is clearly one of the most important skills.

Day and Bamford (1998, p.12) states that reading is the construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top- down processing). (Hesham., 2006). According to Pang (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception

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and thought. He says that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and paragraph. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Based on theories above reading can be seen as a process of understanding the written text which involves readers' background knowledge. It is hoped that the readers can get the meaning and comprehend the text.

II.2. Reading Comprehension

Comprehension is very important in reading because with comprehension the students can know the meaning of the text. Comprehension is understanding something, getting its meaning, Mark Sadoski (2004:67). So the purpose in such reading is to dig out essential meaning, or general information of the material. The information may be feeling or emotion expressed. In addition, Nunan (1991:82) stated that "comprehension involves understanding vocabulary, seeing the relationship between word and concepts, organizing ideas, recognizing the other purposes, making judgment and evaluating".

Then, reading comprehension is the activity between the reader's knowledge and the meaning of the text which is adapted to the prior knowledge. By using reader's background knowledge, it is hoped that the reader can get the

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meaning of the text. Therefore, there should be an interaction between reader, text, and writer in comprehending the text.

According to Klinger and Geisler (2008: 65), reading comprehension is the process constructing meaning from a text and involves the complex coordination of several processes, including decoding, word reading and fluency along with the integration of background knowledge and previous experience. It means that reading comprehension is not just a single process. The readers construct the meaning by combining their background and vocabulary mastery through several processes so they get the message from the writer. Vocabulary knowledge and construct knowledge in all of the texts are the essence of comprehension (Klingeretal, 2007:47) It means that vocabulary knowledge is one of the important things in reading comprehension. The reader faces difficulties understanding if they do not know a number of vocabularies in the text.

Understanding the importance of background knowledge to comprehension is critical because the readers connect new information with prior knowledge before they integrate and organize the new information (Moreiilon, 2007:19) When the readers read a text, first they tend to connect what they have read with the understanding about that. Then they construct the new information.

There are five aspects of processing of reading comprehension. They are; to find factual information, to find the main idea, to identify the meaning of vocabulary in context, to identify reference, and to make reference (King and Stanley (2004:8).

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The theory above can be described as follows;

a) Finding main idea

Reading concerns with meaning to a greater extent than it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

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e) Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

All of reading components mentioned above, they were used as guidance for indicators in reading comprehension. When the students do reading activity, they must know what the main idea, find the factual information, and find the supporting idea. The importance one is finding the meaning of the words because the key when reading activity is the mastery of vocabularies. If the students have mastered more vocabularies, it can make the students understand and comprehend the text. On the other hand, if the students have a lack of vocabularies, it will make the students difficult to comprehend the text. Therefore, the students must know the meaning of each word, to make them easier to get information in the text and add their knowledge especially to know the meaning in new vocabularies.

II.2.1. Technique of Teaching Reading Comprehension

In teaching reading, there are several strategies that must be considered by the teacher. This teaching strategy may guide the teacher in the process of teaching reading. Brown (2001) states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, and planned designs or controlling and manipulating certain information. Teaching reading comprehension is essential because reading is the most important activity in any language class in order to be useful also in any field of study. Besides, it

becomes a medium to get information and also a mean for expanding students' background knowledge about language (Rivers, 1981). The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, realia, photos, etc. is recommended (Gower et al., 1995).

2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

At this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

The comprehension to understand the reading text depends on familiarity with the type of material involved and the particular purpose of reading. This particular skill will develop with practice of reading. In addition, good result in reading comprehension can be achieved if the reader can choose and apply an appropriate strategy. There are many kinds of strategy in teaching reading.

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According to Harmer (2000:69) some strategies of reading to be manifested on technique of teaching reading as follows:

The first strategy is identifying the purpose in reading. Efficient of reading consist of clearly identifying the purpose in reading something. By doing so, they know what they are looking for and can eliminate potential distracting information. So in teaching reading in English the teacher should make sure that the students know their purpose in reading text.

The second strategy is using grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners). At the beginning level of learning English, one of the difficulties students encounters in learning to read is making a correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They need to be given hints and explanation about certain English orthographic rules and peculiarities.

The third strategy is using an efficient, silent reading technique for relatively rapid comprehension (for intermediate and advance level). This strategy will not apply to beginning level students because they are still struggling with the control of limited vocabulary and grammatical patterns. Intermediate to advance level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not to pronounce each word to them, they should try to visually perceive more than one word at one time, and unless the word is absolutely crucial to global understanding, students should skip over it and try inferring its meaning through its context.

attitude of the narrator towards the narrative by emphasizing the relative importance of some narrative units compared to others”.

The evaluation would be followed by the climax of the narrative, the *resolution* or outcome. Labov and Waletzky point out that the insertion of an evaluation section at this crucial point in the narrative is an important structural marker without which “it is difficult to distinguish the complicating action from the result”. The *coda* “is a functional device for returning the verbal perspective to the present moment”

In short, the narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention to better construction. Narrative sounds an interesting kind of text. In line with reading comprehension, it must be easy for students to understand and comprehend narrative text and by adding appropriate technique for students when teaching reading, it is possible for them to comprehend narrative text easily

II.4. Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy

PQ4R is a strategy developed by Thomas E.L and Robinson H.A (1941). The acronym stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier (Slavin, 1997: 297).

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The PQ4R is a strategy that helps the students to understand and remember what they have read. According to Trianto (2009:146), PQ4R is the one of elaboration strategy which is used to help students remember what they have read. The PQ4R strategies are as follows:

a). Preview

According to Horby, (1995), preview means view something before it is shown to the general public. In this study, preview deal with the students" ability to survey or scan the material quickly to get an idea of the general organization and major topics and subtopics as well. According to Learning Strategies Database, Previewing includes these activities:

- Students have to scan the title, headings, and visual aids (such as picture, symbols, etc).
- Students read the first and last paragraph (if the text is long), if short, only read the first and last sentence of each paragraph.
- The next step is that, students have to ask themselves these questions below (teacher may ask the questions to remind the students to ask themselves)
 - What do you already know about this subject?
 - What do you expect to learn from this chapter/book?
 - What should you look for when you read it more carefully?
 - What information are you looking for?

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The purpose of this step is to make readers/ students have a general idea of the purposes of the text, and the major concepts to be covered. That information from the preview step is used in the next step.

b). Question

Question means sentence which by word order, use of interrogative words or intonation (Hornby, 1995). While here, Question is the second phase of PQ4R strategy. In this strategy students need to create several prediction questions that may be answered in the text. The students construct the questions using the information they get from Preview phase.

c). Read

Read means look at and understand something written or printed (Bull, 2011: 365). In this strategy read is the third phase. In this phase, the students read the complete text in order to find the answer of the question they made in “Question” phase. During the reading activity, students record notes in the margin or underlining the important information and unexpected ideas that answers the predicted questions.

d). Reflect

Reflect means throw back an image, heat, and sound from a surface (Bull, 2011: 369). In reflection phase, the students try to link together all information, main idea, and unexpected ideas that the

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student's record in the margin and the underlying ideas. Students need to develop insight into the topic, so that students can store the information in their minds, so that they can memorize them very well.

e). Recite

Recite means say aloud from memory (Hornby, 1995), in this phase, the students are asked to summarize the main ideas, supporting details, and unexpected ideas of the text. Then, students say the summary aloud or write it down.

f). Review

Review is the final phase of PQ4R strategy. The review itself means consider or examine again (Hornby, 1995). Here, students entail highlighting key points of the text. Then, students make sure that the predicted questions have been answered and that the author's purpose is fully understood

PQ4R is one of the most successful strategies for remembering textbook material. PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et al,2008:275).

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The basis for study technique such as the PQ4R method (preview, question, read, reflect, recite, review), which instruct readers to ask, answer, and reflect on questions during the course of their reading (Dunn, et.al, 2006:85).

Based on the statement above that PQ4R is a strategy used to help students understand, remember what they read and help the learning process in class with reading activities.

II.4.1 The Procedures of PQ4R Method

According to Slavin (1994), some procedures of PQ4R strategy are as follows:

1. Ask the students to preview the text by looking at the title, subtitles, visual, aid, graphic, heading, and subheadings. While previewing, ask them to consider what they already know about the topic.
2. Instruct student to formulate questions by turning the subheadings into questions.
3. Tell students that their purpose of reading is to answer the written questions.
4. After question are answer have the student reflect and discuss questions with others.
5. Ask the students to speak their answer to question aloud.
6. As a closing activity, ask the students to review the text and all questions to answer.

II.4.2 The Advantages of Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy

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According to Slavin (1994), there are some advantages that we can get from applying this strategy, they are:

1. Provide structure for students when reading difficult and challenging material
2. Give a specific purpose for reading
3. Facilitate a deeper understanding of the text based upon interpretation.
4. Actively engages readers in reading process.
5. Easily done by the reader when a teacher is not present
6. Provide for reading, recitation, and written work

II.4.3 The Use of PQ4R in Reading Comprehension

Theoretically, Thomas and Robinson (1972) stated that PQ4R Method aims at making reading easier. PQ4R strategy is one of the most successful strategies for remembering textbook material. PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al, 2008:275). According to Slavin (2008, p. 256), PQ4R is a strategy that helps students to understand and remember what they have read. The PQ4R stands for Preview (P), Question (Q), Read (R), Reflect (R), Recite (R), and Review (R)". In line with Slavin, Pehofer and Roy (2003: 42) state that PQ4R strategy is an efficient strategy to facilitate comprehending of texts. Based on the statement above, it means that PQ4R

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strategy is a strategy that can help students in comprehending the text more easily.

Longdon (2007) states that PQ4R can improve the student's understanding text and recalling of facts by as much as 70%. A research done by Sulhan (2007) concluded that the systematic uses of PQ4R could help students to know, understand, apply, analyze, and evaluate what they have read. Sudarman (2009, p. 67) states that PQ4R Strategy is a teaching, learning concept which helps teachers relate their teaching materials to be presented with their pupil's real learning, so it can improve the comprehension of a subject matter.

PQ4R Strategy represents one part of elaborate strategy. This strategy is used to assist students remember what they read, and to help teaching learning process in the classroom by reading books or text. According to Learning Strategy Database, "PQ4R is an individualized method for improving reading comprehension". For that reason, we can see that the main purpose of PQ4R is to improve the students' reading comprehension.

So, the using of PQ4R strategy can solve the problems. It can be used to improve the students' reading comprehension.

II.5 Graphic Organizers Strategy

Graphic Organizers are a set of learning strategies which involve translating words expressed in linear form into visual structures. When written material or difficult concepts are expressed graphically, the students can develop alternative structures for understanding the course concepts (McElroy

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& Coughlin, 2009). According to Ciasai (2009), Graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time. There are various functions of graphic organizers. In reading comprehension, they assist learners to:

1. Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc)
2. Organize information in a paragraph for better understanding
3. Construct meaning of difficult words and sentence dividing into lexias
4. Understand the context by associating with prior knowledge
5. Identify conceptual and perceptual errors that may occur in the course of reading a passage.

Graphic organizers, as illustrated by Drapeau (1998: 11), can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects, etc. In line with Drapeau, graphic organizers are visual representation of knowledge that structure information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis & Modlo, 1999: 7).

In conclusion, graphic organizers can facilitate the readers to organize the large information into structural categories by arranging the important aspects.

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II.5.1 Types of Graphic Organizers

Graphic organizers are visual tools that organize the relationship between facts, terms, and ideas. They come in many different forms which are the combination among words, phrases, sentences and numbers, diagrams, webs, shapes, graphics, or pictures (Bromley, Irwin-DeVitis, & Modlo, 1995)

Baxendell as cited in Hanson (2002: 5) suggests that graphic organizers come in many different formats, such as cause-and-effect diagrams, compare-and-contrast diagrams, sequence charts, and main-ideas-and- detail charts. The definition of each format is shown as follows.

1. Cause-and-effect diagrams.

Cause-and-effect diagrams help students visualize the relationship between a cause and an effect in a text. The diagrams are used to explain how something happens. This format comes in various types, for example problem-solution map, sequential episodic map, story map, Fishbone map, etc.

Story Map		
Characters - Who	Setting - When & Where	
Problem		
Event	Event	Event
Solution		

STORY MAP 3

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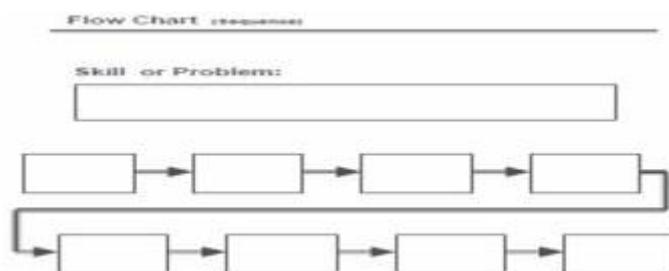
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2. Compare-and-contrast diagrams.

Compare-and-contrast diagrams help students visualize the similarities and differences across the main idea. This format is used to present a main idea with its supporting details along one stand in the diagram which is then contrasted with the opposing main idea. Besides, the ideas can be compared and contrasted by point across the main ideas. Johnson (2008: 127-129) affirms that compare-and-contrast diagrams can be used to compare and contrast any two things, characters, events, stories, etc. This format comes in many varieties, for example compare- and-contrast matrix, compare-and-contrastive map, Venn diagram, etc.

3. Sequence charts.

Sequential charts are used to illustrate a series of events. They flow in one direction and are connected by arrows and numbers of boxes or other shapes to ensure clear understanding of the relationships sequence of events. Sequence charts come in many various types, i.e., a series of events chain, flowchart, timeline, diagram, etc.



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4. Main-idea-and-detail charts.

Main-idea-and-detail charts help students visualize the main idea and details in a text. Jacobson (2007) states that this format helps students visualize how ideas are connected and how knowledge is organized, helps students use and share their prior linguistic knowledge, and helps students identify patterns of information. Main-idea-and-detail charts come in many various types, i.e., character map, cluster map, spider diagram, sketch, etc.

II.5.2 The Procedures of Graphic Organizers Strategy

According to Edwin Ellis (2004) some procedures of Graphic Organizers strategy are as follows:

1. Stage 1 : Teacher does it

Teacher constructs the graphic organizer provides students a copy and uses it when teaching in the content.

2. Stage 2 : Class does it

Teacher and Students co-construct graphic organizers depicting important ideas as the content is explored.

3. Step 3 : Group do it

Teams of students construct graphic organizers via cooperative learning and the teacher acts as a guide on the side.

4. Step 4 : Individuals do it

Student independently construct graphic organizers.

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II.5.3 The Advantages of Graphic Organizers Strategy

Susan Losher on her article *What Are the Benefits of Graphic Organizers?*

Suggests the following as the most common advantages for applying them:

1. It is easier to understand information from a graphic organizer than from a paragraph.
2. They can be used at the beginning of a lesson to introduce a piece of reading so that students can infer a context and a message.
3. They can show the connection between what a student already knows and the new topic; in this way, meaningful learning is easily developed.
4. They can help to identify patterns in students' reading, for example, identifying the main idea in a story as well as the supporting details.
5. They help students structure their learning, visualize the way information is presented and organized in texts of any kind of genre, or map out stories to improve comprehension.
6. They summarize large quantities of information in a creative and interesting way.
7. They develop critical thinking at different levels of deepness even if the texts are in the elemental stages of knowledge.

II.5.4 The Use of Graphic Organizers in Reading Comprehension

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One of the teaching strategy which can be used to teach reading is Graphic Organizers. This strategy is useful for helping the students to comprehend the text. Gregory and Carolyn (2007: 101) state that Graphic Organizer is useful thinking tools that allow students to organize information and allow students to see their thinking. Supporting Gregory's and Carolyn's opinion, McKnight (2010) states that Graphic Organizer is important and effective pedagogical tools for organizing content and ideas, and facilitating learners' comprehension newly acquired information. By using Graphic Organizer, educators hope to facilitate the readers' understanding of the text through visual depictions of key terms, concepts and the relationships among them (Simmons, Griffin, & Kame'enui, 1988).

Graphic organizers provide teachers with tools to help students on the road to higher achievement in their reading comprehension skills. Graphic organizers that target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text. The focus of the students in content is improved and they can classify the content into small understandable units. Graphic organizers provide new language that facilitates classroom communication, as well as deepen understanding of the content that teachers work to transmit. The effectiveness of graphic organizers is proved in the analysis done by Marzano, Pickering, and Pollock (2001).

Graphic organizers are effective strategies to promote reading comprehension. The National Reading Panel (2000) cited graphic organizers as

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one type of instructional strategy that is effective in the improvement of reading instruction. Graphic organizers can also be used effectively during reading to check ongoing comprehension. Likewise, they can be used as a summative activity to assess comprehension once students are done with reading the text. It can also be used to review vocabulary in various content areas. According to Barron (1979), graphic organizers are effective in reading comprehension, whereas, providing students with ready made graphic organizer will motivate them.

In the past decade, a great deal of research has been done on using Graphic Organizers in effectively arranging the content of a passage and decoding its meaning. Ciascai (2009) investigated Graphic Organizers as 'instruments of representation, illustration and modeling of information'. Her investigation also examined the use of graphic organizers in educational practice for building and systematizing knowledge. This investigation concluded that graphic organizers help learners in understanding the content of the text by classifying and modeling ideas in the text (Ciascai, 2009).

Based on the literature survey on using graphic organizers in reading comprehension among students, it is understood that the need for graphic organizer to improve students' reading comprehension.

I.6 Related Studies

Related studies require some previous researchers conducted by other researchers in which they are relevant to this research itself. Besides, the related

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studies have to analyze what the point of this focuses on, informs the design, and find the conclusion of the previous researcher, as follow:

1. Ariyani, Fitri (2015) carried out a research entitled “*The Effectiveness of CIRC and PQ4R Strategy to Improve Students’ Reading Comprehension*”. This research aimed to find out the difference between CIRC (Cooperative Integrated Reading and Composition) and PQ4R (Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing) strategy to improve students’ reading comprehension. The research design was an experimental research by implementing the extension of Randomized Control-Group Pretest Post test Design; without a control group. The population was the tenth grade students 450 students of SMK N 3 Salatiga. The sample was 71 students (first experimental group) and 36 students (second experimental group) by Cluster Sampling Technique. The data were collected through documentation, observation, and test. The study indicated the mean score post test of the students’ reading comprehension in experimental group one (CIRC) was 81.72 and the mean score post test of the students’ reading comprehension in experimental group two (PQ4R) was 74.11. Thus, CIRC method was very significant than PQ4R method because the mean score of post test CIRC was higher than PQ4R. The results indicated that CIRC and PQ4R strategies greatly improved the students’ reading comprehension. The study above had both similarities and differences with current study. The similarities between the study and the current study were on the research

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design, cluster random sampling and variable. Related study had three variable, it was only two group experiment, without control class, it means that many similarities with current study because without control class. The differences were in place, population, and the result of both experiment was the first experimental group one is higher than the second, but in the current study the experimental group two is higher than the group one.

2. Ruqia Bibi (2011) carried out a research entitled “ *The Effect of PQ4R Study Strategy in Scholastic Achievement of Secondary School Students in Punjab (Pakistan)*”. She investigated the effect of PQ4R study strategy on scholastic achievement of secondary school students in the subject of Pakistan Studies. The objectives of the study included measuring the scholastic achievement of students at secondary school level in the subject of Pakistan Studies before the experiment, exposing the experimental group to PQ4R method of study, teaching the control group through traditional method without using PQ4R method, and measuring the scholastic achievement of the experimental group and after the treatment and comparing the scholastic achievement of the experimental group and the control group after the experiment in the subject of Pakistan Studies. The population of the study was secondary school girl students studying in grade, 10th in the province of Punjab (Pakistan). A sample of 104 girl students was randomly selected out of 390 girl students studying in the school selected through random sampling for this research. The study

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indicated that the difference between the post test achievement of average student of the experimental group and the control group is 4.52 points in favor of the experimental group. The difference between median experimental student and median control student on post test scholastic achievement was also 5.22 points in favor of the experimental group. Middle $2/3^{\text{rd}}$ of the experimental group scored between 18 and 27 points, whereas middle $2/3^{\text{rd}}$ of the control group scored between 13 and 23. In short, the experimental group appears to show higher scholastic achievement, on the average after the treatment. The results indicated that PQ4R study strategy greatly improved the scholastic achievement of students. The study above had both similarities and differences with current study. The differences between the study and the current study were on the place, population and sample, the variables and also the research design of the study in which this study was conducted in two classes, an experimental class given the treatment and a control class without treatment, related study used two variables and applied to secondary school, different from the current research used three variables and applied to junior high school. The similarity was to investigate the effect of using PQ4R strategy.

3. Ozlem Ozturk (2012) carried out a research entitled “The Effects of Graphic Organizers on Reading Comprehension Achievement of EFL Learners”. The aim of the study was to determine the effects of instruction of Gos on reading comprehension of EFL learners, an

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experimental design with a control group was used in this study. This was a quantitative research type. Participants were 50 intermediate level EFL learners enrolled in the one-year preparatory program of School of Foreign Languages at Dokuz Eylul University in Izmir, Turkey. There were 25 participants in each group. There were 14 females and 11 males in the experimental group and the study groups were chosen by random sampling. The participants were given information about the GOs and example practices were studied with the instructor. Spider maps, fish bones, comparison and contrast type of GOs, problem and solution type of GOs, series of event chains, Venn diagram, and storyboard were among the GOs presented in the experimental group. The finding of the study was the results of the post-test are shown the mean for the experimental group was much higher than the mean for the control group. This difference was statistically significant, 12-week treatment in the experimental group affected the reading comprehension achievement of the students in a positive way. It can be concluded that the instruction of GOs had a positive effect on the reading comprehension achievement of English language learners. The study above had both similarities and differences in this study. The similarities were a quantitative research type and the study groups were chosen by random sampling while the differences were on the place, the text, many kinds of graphic organizers, different from the current research used narrative text, story map, and three variables, but related study above had

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two variable and it was conducted in two classes, an experimental class given the treatment and a control class without treatment.

4. Mohammad Shoaib, (2015) carried out an experimental research entitled “Effect of PQ4R Strategy on Slow Learners’ Level of Attention in English Subject at Secondary Level”. He investigated the effect of PQ4R strategy on the slow learners’ level of attention the use of PQ4R. The research study used experimental study. The population of the study was all the 398 male students of government secondary schools in KPK, working under the provincial directorate of education. The sample in this study Government High School No:1 Tordher for boys in district Swabi was selected through convenient sample. A sample of the study was composed of 20 male slow learner students of 9th class selected from the four sections. The study indicated that when the experimental group was analyzed with respect to students’ level of attention, a significant increase was observed in their level of attention from low to high. The PQ4R strategy was students centered instruction and the students were required to participate in each and every step. The whole lesson was divided into six steps and the students played an active role in every step. PQ4R strategy was found to be effective in improving and increasing sampled students’ level of attention. The result that slow learners taught through PQ4R strategy showed an increased level of attention from low to high which proved PQ4R strategy effective in increasing slow learners’ attention. The similarities of the current research with the related study were the research focused on reading and the effect of

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PQ4R strategy and the differences of with related study above were the subject of the research was slow learners and convenient sample, and variable of the research. Meanwhile the current study had three variables, it was focused on two strategies. Both of this strategy had the pretest and the posttest to identify whether there was significantly difference in students' reading comprehension before and after the treatment or not.

5. Natalie (2014) carried out a research entitled “The Effects of Graphic Organizers in the Post-Reading Comprehension of Students in a Collaborative Team Teaching Class” This study examined the effectiveness of a graphic organizer on reading comprehension upon the completion of a text. The graphic organizer, selected for this study focused primarily on the “5 W’s”. The participants were 24 first grade students from (CTT) Collaborative Team Teaching (classroom in a New York City public school). The sample’s origins were comprised of 40% Hispanic, 30% Caucasian, 20% African American, and 10% Other. The class was split into two groups of equal skill levels based on their pre test scores. Of the 24 students, 12 received the graphic organizer intervention. The remaining 12 students served as a control group. Group A contained six males and six females, including five special education students. Group B contained eight males and four females, including six special education students. Based on Quantitative Analysis, group A (Intervention: \underline{M} =8.0, \underline{SD} =3.54) received higher scores on the post test in comparison to Group B (Control: \underline{M} =7.17, \underline{SD} =3.51) The results have shown that while the graphic organizer had a

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positive effect on the sample, differences was found between the groups. The graphic organizer was a useful tool in the classroom and it has proven to be an effective on students' reading comprehension. The differences between the study and the current study were on the place, population, sample, two variables and also the design of the study in which this study was conducted in two classes, an experimental class given the treatment and a control class without treatment, while the current study had three variables. The similarity was to investigate the students' reading comprehension in using the graphic organizers strategy.

5. **Masnun, (2015)** carried out an experimental research entitled "*The Use of PQ4R Method in Teaching Reading of Recount Texts*". The research study used quasi experiments with non-equivalent control group design, two groups were involved which was chosen directly, they were experimental group and control group. He investigated the use of PQ4R Method toward student's reading recount text to see how effective this strategy. The population of this study was the first grade students of SMA Negeri 2 Jonggat. The total populations of this study at least 125 students from 5 classes. The data have been collected in eight meetings to experimental and control group. The processes were included the pre-test, treatment, and post- test. The study indicated that the mean score of post test the group taught by PQ4R was an experimental group and

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a control group was actually different better score on the test. The mean scores of post-test of experimental and control group were 72.4 and 66.4. The finding indicated the post test score of the experimental group was higher than the control group. PQ4R has a significant effect on teaching reading recount text. It has increased students' reading skill and it was proven that PQ4R helped the student understanding the material easily. Otherwise, the process applied of PQ4R made students achieved a good score in the test given. Moreover, the score of t-test was 2,893 higher than the value of the t - table at a confidence level of 0.05 (95%) which was 2.571. He believed a PQ4R was a good method which could help students to comprehend reading text especially recount texts. PQ4R was a method which could create students more active in the learning process and it could trigger students to comprehend reading passage. The differences between the study and the current study were on the place, population, sample, kinds of text and also the research design of the study in which this study was conducted in two classes, the experimental class was given the treatment and the control class given without treatment, and applied to senior high school, different from the current research used three variables ,applied to junior high school and using narrative text. The similarity with current research focused on reading comprehension.

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7. **Deasy Octaviani, (2013)** carried out a research entitled “*The Effectiveness of Teaching Reading by Using PQ4R Strategy to Improve Reading Comprehension*”. The research study used a quasi experimental (pretest- posttest control group design). It aimed to find out whether the use of PQ4R method can improve reading comprehension. There were two classes taken as the investigated classes in this research. The first class was in the experimental class that received PQ4R method as its treatment. And the second class was for the control class without treatment. In this research, class VIII A was chosen as experimental class. Another class VIII B for the control class that runs the teaching learning process used conventional method. The population of this research was the eighth grade students. Class A consisted of 27 students while class B consisted of 27 students. Therefore, the populations of this research were 54 students. From the test she analyzed the data in two steps. The first step was pre-test and the second step was post-test. Based on the analysis of a student’s score, she found the result of $t_{\text{account}} = 2.52$ while the critical value of t_{account} was higher than t_{table} ($2.52 t_{\text{account}} > 2.007 t_{\text{table}}$). This result showed that this research had a positive influence. So, the hypothesis in this research were accepted. In addition, it could be concluded that the use PQ4R could improve students’ reading comprehension to The Eighth Grade Students of SMP Negeri 1 Pancalang Kuningan. Based on the related study above, there were

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similarities and differences. The similarity with current research also investigated the effect of using PQ4R strategy and the research applied to junior high school. The differences between the study and the current study were on the place, sample, and also the research design of the study in which this study was conducted in two classes, an experimental class given the treatment and a control class without treatment while in the current study without control class.

8. **Maria Teresa (2010)** carried out an experimental research entitled “*The Use of Graphic Organizers to Improve Reading Comprehension Skill of I-II Intensive Course Ecuador*”. The objective of the study was to improve reading comprehension skills by using graphic organizers with students of I- II intensive course at ESPE (Escuela Politécnica del Ejército) ecuador The research study used an experimental and ethnographic. Kinds of graphic organizers were limited , she used especially Venn Diagrams. Participants were two groups of EFL learners at the Army Polytechnic School in the main campus, Sangolquí, were the center of this research; thirteen students of Intensive First - Second Level “A” participated as the experimental group, and nine students of the First - Second level “B” performed as the control group. Members of both groups were between 18 and 22 years old, some of them were students taking English to complete their curricula of their different degrees at ESPE and others were taking only this subject at this university. The finding of this research was after the application of the

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use of Graphic Organizers, the progress of the Experimental group got. The mean of the Control group was $X = 34.40\%$, and the mean of the Experimental group was $X = 15.79.80\%$. Whereas that the progress of the Experimental group was higher from the Pre-test to the Post-test; there was a difference in the means of $X = 13.81$; from the Pre-test to the Post-test, it progressed a 61.95% . Considering the difference the results in the post-test of each group to be clearly significant, the hypothesis was accepted; this means that the use of graphic organizers to improve reading comprehension was effective because the whole Experimental Group and every student individually improved their performance significantly. The survey applied to the students of the Experimental Group showed they were highly satisfied with the treatment. The study above had both similarities and differences with the current study. The similarity was also to investigate the students' reading comprehension in using the graphic organizers strategy. While the differences were on the place, kinds of graphic organizers (venn diagram), two variables, and applied to college for related study, different from the current research used story map, three variables, and applied to junior high school.

9. **Setyo Purwaningsih (2013)** carried out a research entitled "*Improving Students' Reading Comprehension Through Graphic Organizers*". The objective of this study was to improve the students' reading comprehension skills through Graphic Organizers. The design used in this research was action research. The research was conducted in

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SMPN 15 Yogyakarta and the subject of the research was the students of class 8D .The instruments of the study were observation guidelines and interview guidelines, which were supported by the scores of students' reading comprehension tests. The data from the observation and interview were analyzed qualitatively and the scores were analyzed quantitatively using descriptive statistics. And then, the steps of the study were planning, actions, observations, and reflections. The results of the research was the using of Graphic Organizers could improve the students' reading comprehension at SMPN 15 Yogyakarta. The qualitative data analysis showed that the students were able to organize and visualize the text better and improve their vocabulary mastery through Graphic Organizers. The qualitative data were supported by the quantitative data. The mean scores increased from 59.71 in the pre test to 67.29 in the first post test, to 72.00 in the second post test. The results have shown that while the graphic organizer had a positive effect on students' reading comprehension. The study above had both similarities and differences in this current study. The similarity was also to investigate the students' reading comprehension in using the graphic organizers strategy, while the differences were on the place, the design, the instrument , different from current research used quasi-experimental design

10. **Dewi Yuniarti (2013)** conducted a research entitled “Improving Grade Tens Students' Reading Comprehension Through Graphic Organizers”.

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The objective of this research was to improve grade ten students' reading comprehension at SMAN 11 Yogyakarta by implementing the use of graphic organizers. This study was action research conducted in a reading class. The subjects of the study were 32 students as participants. They were 13 male students and 19 female students. The age average of the students was about 16 years old. The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students. The instruments used in this research were interview guidelines, observation checklist, and reading comprehension tests. There were some results of this study; First, The implementation of Cycle 1 and Cycle 2 were effective to improve the students' reading comprehension. At the pre-test, the mean score of the test was 7.21 and it increased into 8.04. Second, the use of graphic organizers became more effective when it was combined with the communicative reading activities such as pair and group work activities. Those activities could increase the students' reading comprehension. Based on the related study above, there were similarities and differences. The differences were the place, participants, research design, the instruments of data collecting technique were not only using pre- and post- test but also observation on during treatment and interview to assess the students' reading comprehension. The similarity with this current study was to discuss about reading comprehension processes and investigated the effect of graphic organizer.

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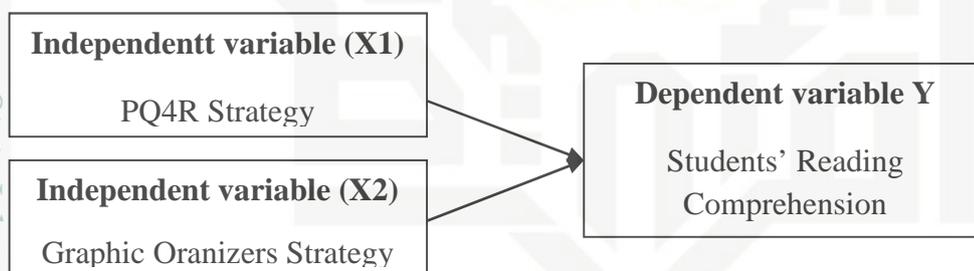
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II.7 Operational Concepts and Indicators.

The operational concept is the concept to give explanation about the theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are three variables used in this research, they are variable X_1 and X_2 as independent variables (PQ4R and Graphic Organizers) and variable Y as the dependent variable (students' reading comprehension). The indicators compared are about students' reading comprehension before and after being taught by using Preview, Question, Read, Reflect, Recite, and Review and Graphic Organizers.

The illustration of operational concept of this research can be drawn as follows:

Figure II.7: Operational Concept



II.7.1 Indicators of Preview, Question, Read, Reflect, Recite, and Review (PQ4R) as independent variable.

1. The teacher asks the students to read the title of the text to find a general description of the text. (Preview)
2. The teacher asks the students to make some questions about the text by using 5W-H (Question)

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3. The teacher asks the students to read the text and answer the questions that they have compiled. (Read)
4. The teacher informs the material and asks the students to comprehend the information of the text.(Reflect)
5. The teacher asks the students to make a conclusion of reading material that they have learned.(Recite)
6. The teacher asks the students to read the conclusion of reading material that they have made, re read the reading text and try to answer the comprehension question (Review).

II.7.2 Indicators of Graphic Organizers as independent variable.

1. The teacher gives explanation about Graphic Organizers strategy.
2. The teacher constructs graphic organizers and explains how to use graphic organizers when teaching the content of material.
3. The teacher and students co-construct graphic organizers and fill the table of graphic organizers together. The teacher asks some question and students answer the question.
4. The teacher asks the students to make group and construct graphic organizers via cooperative learning and teacher as a guide on the side.
5. The teacher asks the students in the group to read the text and students must practice to use graphic organizers while reading.
6. The teacher distributes the graphic organizer sheet and the students try to complete the table of graphic organizers

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7. The teacher asks the students to answer the comprehension question by using the graphic organizer sheets.

II.7.3 Indicator Y1 (Reading Comprehension) as dependent variable.

Indicators of reading comprehension (variable Y_1) in narrative text as follows:

1. The students' ability to identify the main idea in narrative text.
2. The students' ability to find out factual information about narrative text.
3. The students' ability to locate the meaning of vocabulary in context of narrative text.
4. The students' ability to identify reference from the narrative text.
5. The students' ability to identify the generic structure of the narrative text.

II.8 Assumptions and Hypotheses

II.8.1 The Assumption

There are various strategies that can be used in comprehending texts, in contrast every reading strategy has benefits and weaknesses, but its facts they do not permit teacher to be monotonous in using certain strategies that have affected students positively, because one strategy may be good for certain topics, but it may be useless for others, so that teachers ought to be wise to use those strategies based on students' need or reading context. In

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order, to give students various learning experiences as a teacher should be creative and innovative, so that the learning process can be joyful and interesting. In this research, it is assumed that PQ4R and Graphic Organizers are good to improve students' reading comprehension

II.8.2 Hypothesis

There are two kinds of hypotheses in this research, null hypothesis and alternative hypothesis. The research hypotheses are formulated as the following:

1. There is no significant difference of students' reading comprehension pre test mean scores between the PQ4R strategy for an experimental group 1 and Graphic Organizers strategy for an experimental group 2.
2. There is a significant difference of students' reading comprehension between pre test and post test mean scores by using PQ4R strategy for an experimental group 1.
3. There is a significant difference of students' reading comprehension between pre test and post test mean scores by using Graphic Organizers strategy for an experimental group 2.
4. There is a significant difference of students' reading comprehension post test mean scores between using PQ4R strategy and Graphic Organizers.