CHAPTER II
THEORITICAL REVIEW

A. Reading

1. The Definition of Reading

Reading is process carried out and used by the reader to get information or message which is conveyed by the writer through writing or text. Reading can be used as communication, because the reader can understand the implicit in the express and understanding the thought contained in written words. (Tarigan 2008: 7)

There are several advantages of reading. Jeremy Harmer (1998: 68) said that reading text also provide opportunities to study language, vocabulary, grammar, punctuation, and the way we construct sentence, paragraph and text. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imagination responses and be the springboard for well-rounded, fascinating lessons. According to Leu (1987: 9) reading is developmental, interactive and global process involving learned skill. The process specifically incorporates an individual’s linguistic knowledge and can be both positively and negatively influenced by nonlinguistic internal and external variable.

Furthermore, reading is the process of understanding written language. It begins with flutter of pattern on the retina and ends (when
successful) with a definite idea about the author’s intended massage and skilled reader must be able to make use of sensory, syntactic, semantic and pragmatic information to accomplish his task. These various sources of information interact in many complex ways during the process of reading (Leu 1987: 9).

Reading is also a complicated process like playing piano or throwing a football. It requires attention to the many small aspects of the process. Reading ability is important. It is a key factor in someone’s job opportunities and quality of life (Leu 1987: 105).

Reading includes three aspects: 1) process, 2) strategy and 3) interaction. Reading is a process which means that the information and knowledge from the text that is obtained by the readers have the major participation in forming the meaning. Reading is strategy which means effective readers use some reading strategies that are appropriate with the text and the context. Those strategies are used to construct the meaning. Reading needs interaction which means that the involvement of reader and the text is based on the context. Someone who likes reading useful text will have some reading purposes. Text should be readable so there will be interaction between the reader and the text (Klein’s in Rahim 2008: 3).

Based on explanation stated previously, it can be summed up that reading is a sequence activities or process of reader for understanding the meaning of written text.
2. **The Aims of Reading**

The main aim of reading is to find out and get information including the content, and understand the meaning of the reading.

Another aims of reading as follows (Tarigan 2008: 9):

a. Reading for details or fact about the writer

   Reading to get or know the invention that have been done by the writer or solve of the problems of the writer

b. Reading for main idea of the text

   Reading the text to know the topic good or interest or not, then the problems on the story and make summaries of the story.

c. Reading for sequence or organization of the text or story

   Reading the text to know what happen in each part the story in every episode, and solve the problems of the story.

d. Reading to classify

   Reading the text to classify some information or actions of the writer in the text or paragraph.

e. Reading to evaluate the contain of the text with the real condition.

   Reading in order to find out the conclusion from the action or ideas in the text.

f. Reading to compare or contrast.

   Reading to compare the plot of the story or content whether having similarity with him or even contrast.
3. The Importance of Reading

Reading needs to be acquired by the students in learning English.

Ramelan (1990: 1) states that reading is very important for life. Through reading, people can explore the world, countries that have never been visited before. For the students who study English, reading is one of the important skills, because the students will explore many informations and knowledge from reading activity. Besides that, it can enrich the students’ vocabularies. Meanwhile Lado (2011: 1-2) states that there are four importance of reading, as follows:

a. Reading can makes the students smarter

Reading forces the brain cells of the students to think about the content of reading of other cases that are found in reading. Finally reading can rehearse the brain cells to always process the information smartly.

b. Reading make knowledgeable

The valueable pieces of knowledge can be got easily by reading some different literatures or other resources of reading.

c. Reading can improve vocabulary and language skill

The knowledge of different literary style can be got by reading many literatures. Commonly vocabulary and language skill can be developed by learning and reading different literary style.
d. Reading boosts creativity

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

From the explanation previously it can be concluded that reading has an important part to acquire language acquisition. Through the mastery of reading, readers can enhance various vocabularies, structures, cultures and another English aspect. Moreover, reading can also help students to improve their ability in writing and also speaking due to the extensive knowledge they get from reading that can help them to share it either in spoken and written context.

4. Types of Classroom Reading Performance

a. Oral Reading

Oral reading usually used by the teacher to teach reading because it has some advantages for the students, as follow:

- Oral reading can be used as an evaluative check on bottom-up processing skill.
- The teacher can check students’ pronunciation.
- Increase students participation.

Generally, some teachers use oral reading because of the advantages above, but they do not pay attention with the disadvantages of oral reading, as follow:

- Oral reading is not a very authentic language activity.
While one student is reading, other students don’t pay attention easily.

It may look like a student participation, but it just reading and there is no understanding of it.

b. Silent Reading

Silent reading can be categorized into intensive and extensive reading (Brown 2001: 312).

1) Intensive reading

Intensive reading is usually as a classroom-oriented activity where the students focus on linguistic or semantic details of a passage. It also called students’ attention to grammatical forms, discourse markers, and other structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, etc.

2) Extensive reading

Extensive reading is carried out to achieve a general understanding of longer text (book, long article, essay, etc). It can help students get away their tendency to over analyze or look up words which they don’t know, and read for understanding.

B. QPRR

1. The Definition of QPRR

QPRR strategy (Questioning, Predicting, Reading, Reflecting) is a strategy that is intended to develop students’ ability to read critically and
reflectively that can be used in reading activity. Reading is not only a receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting or guessing. In the prediction process learners are asked to talk about the title of the text or comment on some illustrations (pictures) if provided any to set the scene. Therefore, language teachers should improve their students’ ability to infer through the use of systematic practice and questioning techniques.

2. The Aim of QPRR

The aim of QPRR strategy is to assist the students throughout the learning event (before, during, after reading). This strategy is aimed to be an exercise for a class, study group, or individual that can direct the students in reading and understanding the text. It encourages the students to read actively through the learning events individually or in group. It promotes students’ motivation to get the students’ background knowledge of the topic of the text, sets a purpose for reading, allows students to assess their comprehension of the text, helps the students to monitor their comprehension, and provides an opportunity for students to expand ideas beyond the text.

3. The Strategies of QPRR

a. Questioning Strategy

Questions can be used to start a discussion designed to increase the background knowledge of students before they read the
text. It also can be used to start a discussion about what the contain of the text. Ask questions before the students read the text is to help the students to focus attention on appropriate types of background knowledge (Leu 1987: 225).

b. Predicting Strategy

The students are asked to predict outcomes and model their inferential reasoning for others.

1) What will a story with this title about? Why?
2) Who do you think will be in the story with this title? Why?

Each student is expected to form a prediction and support it with a reasonable explanation. Teacher should encourage different prediction as long as a student can justify them logically (Leu 1987: 222).

c. Reading Strategy

The students are asked to read silently up to a predetermined point in the story and check their predictions. Direction like the following might be given, “Now that you have all told me what you think this story is going to be about, who will be in it, and where it will take a place, I want you to read and see if you were correct” (Leu 1987: 222).

d. Reflecting Strategy

The students and the teacher discusses the students’ predictions and the informations from the text. The teacher gives
some follow-up activities to check their understanding, such as: summarizing the text, finding the difficult words with the synonyms, question and answer in written form included multiple choice and essay.

4. The implementation of QPRR

THE FLY AND THE BULL

There was once a little fly that thought he was very important. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull’s head. The bull did not bother with him. He went on chewing grass. The fly then buzzed right inside the bull’s ear. The bull continued chewing grass.

Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, “Oh bull, if you find that I am too heavy for you, let me know and I’ll fly away!”

The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone”.

a. Questioning and Predicting

Questioning and predicting step is done as a pre-activity. In this step, the teacher writes the title of the text and shows the picture of The Fly and The Bull to the students. Then, they have to discuss with their small group to predict what the story is about.

From the title ”The Fly and The Bull”, the possible question to help the students to predict about the story of the text as follows:

“What do you think the story with a title like this might be
about?”,”Why do you think so?” The students will answer the teacher’s questions with their prediction. The teacher helps the students to predict by making list of predictions and then asks the students to choose the good one with some reasons and write down in the worksheet.

b. Reading

After questioning and predicting, the teacher gives one piece of paragraph (paragraph 1) and asks the students to read silently and gives time to read it. They can confirm or reject their predictions. The teacher asks the following questions to check their predictions, whether their predictions are confirmed or rejected, and to continue their predictions in the next paragraph : “Were you correct?”, “What do you think now?”, “What will happen in the next paragraph?”. They writes their predictions again in the worksheet. Continue until the last paragraph (Abdel: 2006).

c. Reflecting

In the last step, the teacher asks the students to reflect on their predictions through responding to the following questions: “What prediction did you make?”, “What made you think of this prediction?”, “Which passage or sentence that support this prediction?”. The students mention their predictions with the paragraph or sentences that support their predictions (Abdel: 2006). The teacher and the students discuss about the story of the text by
retelling the story of the text from the students’ prediction. After that, the teacher gives some follow-up activities to check their understanding, such as: summarizing the text, finding the difficult words with the synonyms, question and answer in written form included multiple choice and essay.

C. Basic Assumption

Reading is an important skill to be mastered. It enables the students to read and understand the text materials correctly. Therefore, teaching reading should be done creatively and effectively. In teaching learning process, when the teacher uses QPRR strategy, it means the teacher gives a new way to understand the contain of the text and gives new ability to be active in the reading process. It is also good to conduct a good team work. This strategy has many interactions in the teaching learning process. The basic assumption that can be concluded that QPRR startegy is effective in teaching reading, beacuse this strategy has many benefits for the students and the teacher.

D. Hypothesis

Based on the basic assumption above, the hypothesis can be formulated that QPRR strategy is effective in teaching reading to the X grade students of SMA PGRI 1 TAMAN PEMALANG.