

CHAPTER II

THEORITICAL REVIEW

A. Reading

1. Definition of Reading

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inference from the words and expressions that an author uses to communicate information, ideas and viewpoint (Pang, et al 2003:19).

Anderson in Ueta (2005: 2) states reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not belong on the printed page, nor is it only in the reader. Reading is an active process, and it needs certain strategy according to the aims of reading.

It can be concluded that reading is a process of getting the message and solving the problem from the text and can get the main point of the author's messages. It is quite clear that reading is not only observing the text, but we should know the author message.

2. The Purpose of Reading

Students who only depend on what their teacher gives in the class without having an effort to read, they will not pass in time and succeed in study. The more someone reads, the more knowledge someone has. Tarigan (2008:9) states that reading has many purposes, especially for students, as follow:

- a. Reading to find out or know invention which is done by inventor. It can be said reading for details or fact.
- b. Reading to know the problems, character, summarizing text, it is said reading for main ideas.
- c. Reading to find out and know what happen in every part story. It is called reading for sequence or organization.
- d. Reading to know the feeling of the author. It is called reading for inference.
- e. Reading to know the characteristic of the story's character. It is called reading to classify.
- f. Reading to measure to know whole story whether the story is true or fake in the story. It is called reading to evaluate.
- g. Reading to find out how the character changes, how the story is related with our life. It is called reading to compare or contrast.

3. The Aspects of Reading

There are two aspects in reading generally, as follow:

a. Mechanical skill,

It is the lower order of reading. This aspect includes:

- 1) Introducing the form of the letters.
- 2) Introducing linguistic elements (word, phrase, clause, sentence, etc).
- 3) Introducing the correlation spelling formula and sound (the ability to spell the written language).
- 4) Reading speed to slower level.

b. Comprehension skill (higher level of reading). This aspect includes:

- 1) Understanding simple utterance (lexical, grammatical, rhetorical).
- 2) Understanding signification or meaning (it means the purpose of the author, culture, and readers' reaction).
- 3) Evaluation and assessment (content, form)
- 4) Reading speed which is flexible, it can be controlled with the condition.

4. Kinds of Reading

According to Tarigan in Saqdiyah (2010:6–10), there are two kinds of reading, namely reading aloud and silent reading. In this way, the researcher will tend to explain silent reading; Silent reading is divided in to many kinds. They are:

a. Extensive reading

1) Definition

Extensive reading is a reading process which is implemented widely. The materials which are used have to be various and efficient.

2) The purpose of extensive reading

Extensive reading is merely to understand the important point from the text quickly.

3) Kinds of extensive reading

Broughton, et.al. in Saqdiyah (2010:14) states that there are three kinds of extensive reading :

- a) Survey reading is a reading activity to know the content of text generally and the scope of text. Such as text, author, and main point.
- b) Skimming is a quick reading to look for and get information quickly. In this problem, the readers do reading activity to know the general content from the text. Skimming is one of technique in quick reading.
- c) Superficial reading is an activity to get small comprehension from the short text such magazine or newspaper. Its purpose is to get happy or just for filling the time.

b. Intensive reading

1) Definition

Intensive reading is a reading activity carefully and precisely.

2) Purpose of Intensive reading

Intensive reading has purpose to read detail. Intensive reading is a way to build and to sharpen reading skill critically.

3) Kinds of intensive reading

a) Content study of reading

Reading critically and reading ideas from the author. It can be said that content study of reading is higher class than extensive reading.

b) Linguistic study of reading.

Reading linguistic study has purpose to appreciate the linguistic product such as novel, poem, and other linguistic product.

5. Model of Reading

In reading process, there is interaction between the text and the reader to convey the meaning. As stated by Aebersold (1997: 15), the text and the reader are the two physical entities necessary for the reading process to begin. The reader's meaning is not exactly the same with the researcher's meaning. Therefore, people can get information from the text in different models. There are three models of reading as stated below:

a. Bottom –up

According Aebersold (1997: 18), he stated that in this model the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc) and that the process of constructing the text from the small units becomes so automatic that the readers are not aware of how it operates. The reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure (Nuttal, 1996: 17).

b. Top-down

The readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations (Aebersold ,1997: 18). The reader draws on his/her intelligence and experience and make predictions based on the schemata the reader has acquired to understand the text (Nuttal, 1996: 16).

c. The interaction of top-down and bottom-up

A process that moves both bottom-up and top-down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading. The reader moves from one focus to another, from top-down model to predict the probable

meaning, then moves to the bottom-up to check whether that is really what the researcher says.

Based on theory above, it can be seen that the reader can use one or three of them to get information from the text.

6. The Steps of Reading

There are many steps of reading that could help the students in understanding the text. The teacher may use this step in giving their material about reading. The steps of reading includes:

1. Pre reading

The strategies use to help students assess what prior knowledge they have on the control being target and establish their purpose of reading. Some example of pre reading activities includes :

- a. Predicting
- b. Skimming
- c. Reading title and section heading
- d. Identifying what prior knowledge one has one topic
- e. Learning important vocabulary words

2. During reading

The strategies assist student in determining their level of comprehension by helping visualize, clarify areas that are still confusing and begin making connection with the content. Some example of during reading activities includes:

- a. Reading
- b. Questioning
- c. Guessing what will happen next
- d. Asking question
- e. Answering question
- f. Constructing metal picture

- g. Identifying unknown vocabulary
 - h. Summarizing what has been read so far
3. Post Reading

Post reading strategies help students depends on their understanding of the content, build further connections and expand their prior knowledge of the subject matter. Some examples of post reading strategies include:

- a. Rereading
- b. Evaluating
- c. Confirming predictions
- d. Summarizing
- e. Retelling
- f. Reflecting
- g. Questioning
- h. Thinking about how the material connects to one own life.

B. PQ4R Reading Technique

1. Definition of PQ4R

PQ4R is a technique that helps students to focus organizing information in their minds and making it meaningful (Slavin, 2008:149) also states that PQ4R is one of best known study technique for helping students understand and remember what they read. In short, PQ4R study technique is a technique that can apply in reading class. It is aimed to help students in comprehending the idea of the text. The PQ4R study technique was firstly designed by Thomas and Robinson (1941). This technique stands for Preview (P), Question (Q), and the four R:

Read, Reflect, Recite, and Review. Further guidelines about PQ4R study technique are as follows:

- a. Preview: Survey or scan the material quickly to get an idea of the general organization and major idea and supporting idea.
- b. Question: Ask your self question about the material as you read it. Use headings to invent question using the WH-words: who, what, where, why.
- c. Read: Read the material. Do not take extensive written does. Try to answer question that you posted when you read.
- d. Reflect: Try to understand and make meaningful the presented information by relating it to things you already know, relating the subtopics to primary concept or principles in the text.
- e. Recite: Practice remembering the information by stating points aloud and asking and answering questions. You may use headings, highlighted words, and notes or major ideas to generate those questions.
- f. Review: in final step, actively review the material and reread the material only when you are not sure of the answer.

According to Trianto (2007:146) PQ4R is one part of elaboration strategies which is used to help students remember what they have read. In short, PQ4R study technique is a technique that students can use to help them better remember and comprehend written materials.

2. The Advantages of PQ4R technique

Marliny (2009:1) states that there are some advantages of PQ4R technique such as:

- a. It helps to make individual to know what to learn. It is focuses students' attention, increasing interest, relating new ideas to previously known concepts and building comprehension.
- b. The students are encouraged to actively interact with the material while reading by the following organizing technique.
- c. PQ4R is easy to use and can be applied to readings in most academic.
- d. This PQ4R technique assists students to process a lot of information in a relatively short amount of time.
- e. It helps the students to orient cognitively to the task at hand prior to actual reading.

3. The Disadvantages of PQ4R technique

Marliny (2009:1) states that there are some disadvantages of PQ4R technique such as :

- a. It requires the ability to skim texts which involves the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.
- b. It also requires the ability to scan texts which involves careful search for specific facts and examples.

- c. This method can be not suitable for young students as it may be difficult for them.

C. Teaching Reading Using PQ4R Technique

In teaching and learning process, Trianto (2007:150) states that there some implementations of PQ4R technique. Those are:

- 1) Step 1, Every student is given a text. The teacher ask them to read at a glance. To guide students' activity, the teacher show them topic that they must pay attention.
- 2) Step 2. The teacher ask the students, what is on their mind when they read the title of text, sub topic, etc.
- 3) Step 3. The teacher use previous step, The teacher have the students continue making questions as many as possible about the text using WH-Question. The teacher give students more time in this step. When the students make question on their notebook, the teacher observe them.
- 4) Step 4. The next step is giving students chance to read carefully the text to find out the answer of question having been made.
- 5) Step 5. The teacher ask to student to understand and make meaningful the presented information students get, relating the subtopics to primary concept or principles in the text.

- 6) Step 6. The teacher asking to the student to answer the question without read text or notes.
- 7) Step 7. Teacher asking for remembering content of text through headings, highlighted words, and notes or major ideas to generate those questions.
- 8) Step 8. Teacher asking to student to review the material by read part the text or notes having been made.
- 9) Step 10. Teacher gives some questions to the students about the texts having read as homework to ensure the comprehension of the students about the text.

D. Basic Assumption

The *PQ4R* technique has proven effective to be integrated into many content areas and across grade levels. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy. *PQ4R* is an effective technique to teach reading. When teacher uses this technique, it will help the students to keep studying organized and efficient. *PQ4R* technique provides a little way to comprehend the materials of reading. Beside that, when teacher uses *PQ4R* technique, the teachers have a powerful accelerated technique to activate the students's background knowledge, prevent failure, and support the reader's interpretation of the text.

Hence, the researcher's assumption is that by using PQ4R technique in teaching reading can help students comprehend the text efficiently and organized.

