

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. The Definition of reading

Reading is way to get information from something that is written. Reading involves the introduction of symbols that make up a language. Reading and hearing is the common way to get information. Rumenhunt in Leu (1987: 9) that reading is the process of understanding written language. It begins with a flutter of pattern on the retina and ends (when successful) with defined idea about the author in intended message. Process of understanding itself includes the interactive process between the reader, the text, and the writer's ideas to get some perception. Meaning is not only the mind of person doing the reading, it is the interaction between text being read and a reader existing knowledge. According to Leu and Kinzer (1987: 5)

“Reading is a developmental. Interactive and global process involving learned skills. The process involving especially incoorporates an individual's linguistic knowledge can be both positively and negatively influenced by non-linguistic intrenal and external variables of factors.

” In writer's point of view, reading is a complex activity which forces readers to use their mind to comprehend what they read. And their ability to comprehend the written material is influenced by some factors, such as the readers' background, the reading purposes and the type of

material which are being read. Tompkins (1998: 24) states that reading is a process and students use skills and strategies in order to decode words and comprehend what they read. Further, he also states that there are three key concepts about reading, namely:

1. Reading is a strategic process.
2. The goal of reading instruction is comprehension, or meaning making.
3. Students read differently for different purposes.

In other words, students read differently, sometimes they read for pleasure and academic, extensively or intensively. This condition makes the students need some strategies or technique in order to get meaning from what they have read. Wilhelm (2008: 2) states, "Reading comprehension is the degree to which we understand what we read. It is the ultimate end- goal of reading that if we don't read to understand, we'll read for nothing. And comprehension requires the reader to be an active constructor of meaning." It means that in reading comprehension, students are hopefully able to create their own interpretation actively as an effort to get meaning from the text he/she reads. From Tompkins and Wilhelm's definition about reading comprehension, the writer draws a conclusion that reading is an active process and the end purpose of reading is comprehension, in which the readers are expected to understand and construct the meaning behind the text they read.

2. The Importance of reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. Reading helps in mental development and is known to stimulate the muscles of the eyes. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. So, reading is important.

3. The component of reading

The more important thing that needs to be considered is the component of reading. Component will support the success of understanding reading material and contributing an important way to read. According to Leu, et. al (1987: 31-38) there are six components of reading.

1). Decoding knowledge

Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help the reader identify meaning. Knowing how to determine the oral equivalent of a written word enables beginning readers to access the meaning of most words in the oral language.

2). Vocabulary Knowledge

Vocabulary Knowledge means word meaning used to determine the appropriate meaning for a word particular context but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat about specialized vocabularies.

3). Syntactic Knowledge

Syntactic Knowledge means knowledge of word order rules that determine grammatical function and sometimes the meaning of words. Syntactic knowledge includes understanding word order that exists within sentences and permits you to determine the grammatical function and the meaning of words.

4). Discourse Knowledge

Reading different literature is enjoyable to promote the development of discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization of different types of writing.

5). Readiness aspects

Readiness refers to two different concepts, traditionally and recently. Traditionally, reading readiness is ability of a student to benefit from initial reading instruction. According to this view, a young child must develop a number of readiness skills. Traditional readiness skills are important instruction during kindergarten and beginning of the first grade.

Recently, reading readiness has wider definition. It included being ready to read and understand a particular selection

6). Affective Aspect

Reading is an effective language process of comprehension. All reader comprehends better when they are interested in reading. The differences are noticeable among less make reading instruction as interesting and enjoyable as possible. This aspect will increase motivation and facilitate reading.

4. The factor influencing Reading

According to Dawson Bamman in Lestari (2010: 10) the factors that can influence reading comprehension are :

a. Intelligence

The quality of comprehension is often related to ability of the students. It means that the cleverest students can understand the idea more that stupid one.

b. Experience

Many of teaching comprehension skill is concerned with providing experience for the students through the book that they respond. The students who are limited in experience will get difficulties that the others who have more familiar with the material.

c. Mechanic of reading

Student will comprehend the text more easily if they have mastered all skills of word and wrong meaning. If they have learned to study the book

properly, if they have read from the left to right on line print quickly by understanding the text, the comprehension is easier for them.

d. Interest and interest span

Actually a person give respond to book or reference quickly if he or she has purpose to read and finally, he or she will be motivated to read.

e. Skill comprehending

Like all reading skill, the ability to comprehend what we read develops gradually from simple to complex. The balance program should include direct teaching of technique. The factors influencing reading can't loose from the steps of reading process. Reading process helps the students to comprehend the text and to be good teacher.

B. Participation

1. Students' Participation in Learning Process

Students' participation means the students action of taking part in something. Related to this research, the students should be able to fully participate in following the reading lesson given by the teacher both mentally and pshically.

According to Sudikin, etc (2002 : 152-153), there are two kinds of participation is a level how far the member's role involve themselves in activity and contribute the energy and thought in the implementation of the activity. While the Dusseldrof Sukidin (2002: 159), participation is an activity or situation takes part in an activity to get the benefit optimally.

Based on the definition above, it can be said that participation is someone's involvement in both thought and energy to get the benefit from the activity. In this case, there are two kinds of participation, i.e: contributive and initiative participation. According to Paulo Freire (Basrowi, 1997: 143) contributive participation is participation that supports participation to follow learning well. While initiative participations aim to more the autonomous activity in doing tasks by making brief notes. While based on (<http://www.Answer.com/topic/contributive>) contributive means tending to bring about, being partly responsible for. Whereas in Miffin. (Miffin : 2007) initiative means the power or ability to follow through energetically with an assignment or task, enterprise and determination. Thus, both contributive and initiative participation will form the students always be active and creative, so they realize that science just can be got through the hard effort and realize the meaning of the importance of study

The indicators of participation can be shown in table below

Table 1.1

Types of Participation

Contributive participation	Initiative participation
Asking question Answering question Giving opinion /suggestion Being eager to follow the lesson	Doing the task

The indicators of participation above have to be observed by the teacher or the collaborator teacher during teaching learning process. Participatory learning strategies will be brought conducive due to students has more class, more open. In this condition new ideas are easily received and creativity expanded by the students that have desirability to join and to work hard. Consequently, through learning funds, students will be more responsible toward the implementation of learning because they have motivation to learn. A teacher should motivate the students. These are general ways to effort of the teacher to raise the student's motivation .i.e :

1. Giving appreciation and critical
2. Holding competition among the student
3. Giving prize and punishment
4. Announcing the students progress in learning

(Tim MKDK IKIP Semarang, 1996: 8) From the explanation above, the teacher is not only as facilitator, but also as motivator who have important roles. Through PQ4R Strategy, the teacher will be able to enhance students' participation in reading class.

2. Causal Factors of Low Students' Participation

According to Abimanyu as quoted by Sudikin, etc. (2012: 153) at least there are three factors that cause low students' participation in teaching learning, such as :

- a. Students have not been able to formulate his/her ideas independently.

- b. Students have not been brave to express an opinion or ideas for others.
- c. Students are not accustomed to competition in expressing their ideas with their friends.

3. The importance of Participation in language learning

There are some reasons about the importance of participation in language learning

- a. Students' participation will form the students always be active and creative, so they realize that science just can be gotten through the hard effort.
- b. By participating in the class it will make the students have more roles, more open and new ideas easily received.
- c. The learning process becomes more meaningfully because there is a process of taking and giving information between the teacher and the students.
- d. It can be good measurement for the success of the implementation of the certain technique.
- e. Students' participation in learning process becomes good starting points for them to get better achievement in their reading ability.

From the description above we know that students' participation in learning language is very important not only for the students but also for some other aspects.

C. PQ4R Strategy

1. Definition of PQ4R Strategy

PQ4R strategy is a technique that helps students to focus organizing information in their minds and making it meaningful (Slavin, 2008: 149). Further, Slavin (2008: 149) also states that PQ4R is one of the best-known study techniques for helping students understand and remember what they read. In short, PQ4R study technique is a technique that can be applied in a 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 questions 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 notes. 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 on 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 adalah salah satu bagian dari strategi elaborasi. Strategi ini digunakan untuk membantu siswa mengingat apa yang mereka baca*" (PQ4R is one part of elaboration strategies which is used to help students remember what they have read). In short, The PQ4R study technique is a technique that students can use to help them better remember and comprehend written materials.

2. The importance of PQ4R strategy.

This strategy will improve the students' participation in reading activity. The PQ4R is strategy that provides a series of steps aimed to help the reader understand and remember what he or she read. PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review here are the steps:

a) Preview

Look through the pages of your reading passage and read the headings of the chapter and any sections dividing the chapter. Read the first and

last paragraph in each section. View the illustrations in each section. Read the captions under the pictures and take a few minutes to look at charts, graphs, or maps.

b) **Question**

Think about the information you learned in the Preview. Ask yourself questions about it. Think about what you already know about ideas you see during your Preview. What you think of the main points are that will be raised in the text. What you expect to learn from reading material.

c) **Read**

Read the passage. If there are ideas seem important, make a note of them on paper. If the book belongs to you, consider making notes in the margins and highlight important parts in the book. If you just can't imagine writing in your book, make notes on paper.

d) **Reflect**

Take time to reflect on what you have read. How are the passages or chapters inter-related? How does the information fit into things you have already learned? What new information did you learn? Did the passage include the information you expected it to cover? Was there information that surprised you?

e) **Recite**

Think about the material. Discuss it with someone else or write down the main points you learned. Generally, writing information

down by hand will improve memory of the material. If writing is a problem for you, consider brief notes or discuss the material with other students. It is important to summarize the material in writing using your own words. Explain it aloud to someone else or recite your notes aloud to yourself. Consider using a graphic organizer to increase your understanding of how concepts in the reading relate to each other.

f) **Review**

Consider the main points of the material. Were your questions answered? Do you feel that the writer's points are fully understood?

3. Teaching Reading Using PQ4R Strategy.

In Teaching and Learning Process, Trianto (2007: 150) states that PQ4R Study Technique can be applied in six steps. The six steps are displayed in the table 1 below :

Table 2

THE PROCEDURE OF TEACHING READING THROUGH PQ4R STRATEGY

Procedure	Teacher's activities	Students' activities
Step 1 : Preview	Give a reading material to the students and ask them to read it.	Scan the material that is given by the teacher to get an idea.
Step 2: Question	<ul style="list-style-type: none"> a. Inform the students to pay attention to the idea of the reading material that's given. b. Have students make questions from the 	<ul style="list-style-type: none"> a. Pay attention to teacher's explanation. b. Make their own questions before reading the reading material

	idea that they have found in reading material by using WH-words	
Step 3: Read	Have students read the and ask them to try answering their questions when they read	Reading actively. Try to answer the questions while reading
Step 4: Reflect	Inform the students to relate their prior knowledge with the reading material that they read.	Think about the reading material they read and try to make it meaningful by relating it to their prior knowledge
Step 5 : Recite	Have students conclude what they have just read	Practice remembering the information by stating the points aloud and asking and answering the questions and notes the major idea they have got from the expository text as their conclusion
Step 6 : Review	Have students read the conclusion of the reading material and reread if they aren't sure of their answer	Read the conclusion of the and reread if they aren't sure of their answer

D. Basic Assumptions

In this research, the writer and the collaborator teacher tried to use PQ4R Strategy as appropriate strategy to improve students' participation in reading activity. PQ4R is a strategy that helps students to focus organizing the information in their minds and making it meaningful.

The PQ4R stands for Preview (P), Question (Q), and the four R: Read, Reflect, Recite, and Review

