

CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

In this sub-chapter, the researcher presents several theories relating to reading comprehension. There are four main points that will be discussed in this sub-chapter. They are definitions of reading, reading comprehension, narrative text, and PQRST technique.

1. Definition of Reading

Reading is one of four language skills taught to learners of English language. Reading cannot be separated from other important skills, namely writing, listening and speaking in learning English. According to Hoover and Gough in Flynn and Stainthorp, reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language.¹ In line with this, Brown, defines reading as a process of responding to making sense of information, readers connect new knowledge obtained from the text with the knowledge they already know. It means reading is an activity to get information about what readers read in text. In addition, there is a relevant verse that emphasizes the importance of reading in the holy Al-Qur'an.

Allah said in Holy Quran , Surah Al-Alaq verse 1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ (1) الَّذِي خَلَقَ خَلَقَ أَلْإِنْسَانَ مِنْ عَلَقٍ (2) أَقْرَأْ وَرَبُّكَ
أَلْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ أَلْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

¹Flynn, Naomi and Rhona Stainthorp. (2006). *The Teaching Learning and Teaching Reading and Writing*. Chichester. Wiley.

Meaning: “Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man that which he knew not.”²

The first word of these verses is iqra! That the means reading, analyzing, conveying, and so on. The command of reading includes analyzing the universe, society or oneself and written source, included holy Qur’an and others. Allah SWT commanded Muhammad to read in the name of Allah who created human beings.¹⁸

Besides that, Allah also promised that Allah would left up the ladder of the martial arts. It is according to Allah’s word in QS Al-Mujadalah verses 11:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ ۙ تَفَسَّحُوْا فِىْ اٰلِ مَجْلِسٍ فَاَفۡسَحُوْا يَفۡسَحِ
اَللّٰهُ لَكُمْ ۗ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرۡفَعِ اَللّٰهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ ۗ وَالَّذِيْنَ اٰتُوْا
اٰلۡ عَمَلٍ ۙ لَّمۡ يَدْرُوْاۤ اَنَّهٗمۡ دَرَجٰتٌ ۙ وَّاللّٰهُ بِمَا تَعۡمَلُوْنَ خَبِيْرٌ (11)

Meaning: “O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.”³

Surah Al-Mujadallah verse 11, has several means, including :

- a. Everyone who believes is obliged to study both the hereafter and the world.
- b. The study of knowledge should also make it easier for others to study like

²Muhammad Habib Shakir, (2004), *Arabic and English Translation*, Tahrike Tarsile Qur’an.

³M. Quraish Shihab, (2009), *Tafsir Al-Mishbab: Pesan, Kesan, dan Keserasian al-Qur’an*, Jakarta: Lentera Hati, p.455-464.

us, because Allah will also make it easier for us, both in this world and the hereafter for those who make it easier for their siblings in trouble.

- c. People who believe and have knowledge, differ in degrees from those who are only believers or only knowledgeable.

It can be concluded that Allah SWT commands all human beings knowledgeable, because people who have a lot of knowledge can distinguish a good and bad things. The way to be knowledgeable person is to read a lot, because with read something someone can know everything that she does not know before. In English lesson reading is one of basic skill that must be mastered by students is suitable with the above verse.

2. **Definition of Reading Comprehension**

Reading comprehension is the process of constructing meaning that involves written language by interpreting textual information by Remembering that prior knowledge and experience use appropriate and efficient understanding strategies⁴ the process of building meaning is a process in which readers combine their previous knowledge with additional information from the text, draw meaning of words, and connect them to achieve a clear understanding of written text.⁵ In this process, readers use their previous knowledge about the topic, language structure, and text structure to understand the message of the author.

According to Harris and Hodges, reading comprehension is the construction

⁴Catherine snow and chair, (2002), *Reading for Understanding (towards an r&d program in reading comprehension)*. Santa Monica: rand, p. 11

⁵Pang, s. Et al, (2003), *teaching reading*. Brussels: International Academy of Education (iae), p. 14.

of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.⁶ According to this theory, reading comprehension defined as a process of giving meaning to a reading text by the reader. This process occurs in the reader's mind in which ideas of the reader and ideas in the text interact to construct meaning defined as a process of giving meaning to a reading text by the reader. This process occurs in the reader's mind in which ideas of the reader and ideas in the text interact to construct meaning.

From the definition above, reading comprehension can be interpreted as a process of building meaning from a text that has a background of knowledge that has a clear understanding of the message of the author.

3. Types of Reading Comprehension

The categorization of reading comprehension types aim for readers to know what the purpose of reading is. The reading comprehension types make it easier for students to apply certain background information and cultural experience which assist them in getting the meaning. According to Alessa, types of reading comprehension divided into 5 types, they are lexical comprehension, literal comprehension, interpretative comprehension, applied comprehension and affective comprehension.⁷

a. Lexical Comprehension

Literal comprehension means preview vocabulary before reading the

⁶Debbie miller, (2013), *Reading with Meaning: Teaching Comprehension in the Primary Grades*, USA: Stenhouse Publishers, p.23.

⁷Alessa, (2019), *5 Types of Reading Comprehension* (Hand in Hand Book)

story or text and preview new vocabulary during or after the test. For example: “What does “hazard” mean?” “What is the similar meaning of the word *prestige*?”

b. Literal Comprehension

Literal comprehension means the readers look in the text to find the answer written in the story. For example: “Where did Cinderella go to live at the end of the story?”

c. Interpretative Comprehension

Interpretative comprehension means the readers understand “facts” that are not explicitly stated in the story. For example: “What would have happened to Cinderella if she hadn’t lost her slipper?”

d. Applied Comprehension

Applied comprehension relates to the readers’ knowledge and opinion that existing on the story or the text. It is look similar with critical thinking from reader, because not a simple question that can be marked right or wrong. For example: “Do you think Cinderella was wrong for going to the ball after her stepmother told her she couldn’t go?”

e. Affective Comprehension

Affective comprehension means understand social and emotional aspects, it means for understanding social and emotional aspects for ensuring understanding of plot development. For example: “What do you do when

you've disappointed because you cannot do something fun? Is that how Cinderella reacted?"

4. Narrative Text

Pradiyono stated narrative text is a kind of text that tell the past time stories. The aim and social function of this text is to amuse the readers about the story.⁸ There are four terms in the generic structure of narrative text, they are:⁹

- a. Orientation: introduce the characters and tells the reader something about them. When and where the story is happened.
- b. Complication: which is where the reader discovers the problem and something happen that the characters do not expect.
- c. Resolution: which is where the conflict is resolved. In this part the implication can be resolved for better or worse.
- d. Coda: the concluding passage of the story or comment about the future lives of characters.¹⁰

5. Grammatical Features of Narrative Text

Grammatical features is an important part of narrative text. It is like the characteristics of narrative text itself. According to Dirgayasa, the common grammatical language features of narrative writing as:

- a. It mostly often uses the past tense, but may be in the immediate present

⁸Catherine Snow and Chair, (2002), *Reading for Understanding (towards an r&d program in Reading Comprehension)*, Santa Monica: RAND. p. 25.

⁹Pradiyono, (2007), *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi, p. 20

¹⁰25 Arifiyati Nugrahani dan Fernando, (2006), *Language to Use English*. Jakarta: Piranti Darma Kalokatama, p. 147.

foreffect.

- b. It varies in sentence length; simple, compound or complex.
- c. It tends to short sentences to increase tension; longer sentences provide contrast and detail.
- d. The use of dialogue will develop action and characters.
- e. Tense may change within dialogue.
- f. Active nouns; Make nouns actually do something. e.g. "It was raining" could become "Rain splashed down" or "There was a large cabinet in the lounge" could become "A large cabinet seemed to fill the lounge".
- g. Be careful use of adjectives and adverbs; writing needs judicious use of adjectives and adverbs, quality the action and provide description and information for the reader.¹¹ Example of narrative text:

Cinderella

Long time ago, an unhappy girl named Cinderella lived with her stepmother and two stepsisters. They used to make her work hard every day.

One day, the king invited all of the girls in the kingdom to the ball in the palace to find a spouse for the crown prince. Cinderella sisters also went to the party, but they did not allow her to go. It was a pity because Cinderella's also wanted to go to the dance party. All of the sudden, a fairy appeared and dressed Cinderella and made her a carriage to take her to the ball. Before she went, the fairy told her to go home before midnight.

Arriving at the ball, Cinderella became the center of attention for her beauty. She even enchanted the prince and he asked her to be his dance

¹¹I WyDirgeyasa. *Opcit.*, p.45

partner. Cinderella enjoyed the party and being with the prince so much that she forgot that it was already midnight. She ran down the stairs and slipped. Rushing home, she left one of her glass shoes.

The prince ran after her, but he could not catch her and found her shoe. He took it and the next morning. He went around his kingdom to find the owner of the shoe. At last, he arrived at Cinderella's house. At first her family did not let her try on the shoe, but the shoe fit her foot. The prince was happy to find Cinderella. Finally, they got married and lived together.¹²

6. PQRST Technique

a. Definition of PQRST Technique

In teaching learning process, the teachers have to solve the problem faced by the students. The teachers can apply several techniques to make the teaching learning more effective. The goal of teaching learning would be achieved fully by readers who are skilled and strategic. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension. The students are expected to have their own strategy to make their reading run well achieving the goals of learning. Students also need a technique which is fun for them and understandable for them to implement it.

There are many technique of teaching can be selected for teaching reading comprehension. One of them is PQRST Technique proposed by Thomas and Robinson that can help students retrieve the information got after

¹²Titik N.Rinawati.Ana Maulina (2015), *Seri Pendalaman Materi Bahasa Inggris*, Jakarta: Penerbit Erlangga.

reading from their memory.¹³

In reference to this research, the writer implemented the PQRST strategy. Westwood state the PQRST technique is a simple, step by step plan of action any child might adopt when faced with reading assignment. It was found by Staton. This method is used to improve reading competency. PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding, and his/her ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading. Susanti states that PQRST technique as one of the reading techniques can help the students to improve their reading comprehension skill. PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQRST strategy stands for Preview, Question, Read, Summarize, and Test. There are five steps to the PQRST Literacy Strategy according to Wormerli. The steps are described below:

- a) P – Preview. In previewing, the teacher leads the students to identify the title, picture, figure, number, italic words in the text. The reader can get a sense of where they are going with their reading. This step is usually done by reading the title or headline. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of

¹³Febtiningsih, M, Jufrizal. (2013). *The Effect of PQRST Technique and QAR Technique on Students With Low Interest on Their Reading Comprehension on Procedure Text*. Vol.1. State University of Padang.

the text. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they are reading, and what they want to learn from it.

- b) Q – Questioning. The teacher develops questions to which the students want to find answers. In this step of the process, the teacher generates questions to help focus reader's reading and find the key points in each section. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The steps are in the following: a) Re read the heading. b) Predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving lead- questions after the teacher gives the text.
- c) R – Read The next step is reading the material. The teacher gives the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.
- d) S – Summarize After the students finish reading a section of text, the teacher may ask the students to summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central

idea or theme.

- e) T – Test In this step, the teacher tries to measure the understanding of the students by giving a test. The teacher can design the test in form of answering questions or ask the students to teach the reading materials to other students.

The teacher who apply the PQRST strategy in the teaching learning, he or she need to demonstrate how to focus on key points in the text, check for understanding, back-track to gain contextual cues and self-correct. This strategy helps the students internalise the steps in the procedure. The students are taken through several sessions of guided practice using appropriate texts until they are confident about using the strategy independently.

b. Procedure of Teaching Reading Comprehension through PQRST

There are some processes in teaching reading through PQRST strategy, according of Westwood that consist of six stages. It could be done well if the teacher gave the appropriate ways in teaching process as follows:

Step 1 In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in learning process. The teacher could also tell them main purpose using this strategy. So, the students had motivation to use this strategy.

Step 2 The students were given the text of reading by the teacher. As the first step of PQRST strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter,

paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

Step 3 The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading assignment. The students could start this stage by turning the chapter headings and sub headings into questions. The teacher guided the students to generate questions to help focus reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how. The questions can lead them to find further information of text.

Step 4 Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

Step 5 After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. The students try to

recite the information and they should know how much they can recall the information they get from the text and state it by their own words. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

Step 6 In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

c. Advantages and Disadvantages of PQRST Technique in teaching reading comprehension

There are some advantages and disadvantages of using PQRST strategy in teaching reading comprehension:

1. Advantages of PQRST Technique

- The PQRST technique helps to enhance students' comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text.
- The benefits of Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and

create the curiosity toward the text. This motivates the students to read.

It made the students find the information details easily. It also made them to focus to the aspects that they should find in the text.

- It helped engage students actively and meaningfully in their reading. The students will actively involve in comprehending the text.
- This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point.

2. **Disadvantages of PQRSST Technique**

- This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.
- In some stages, the students may get difficulties in doing the step of PQRSST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this

problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.

B. Previous Study

1. Susanti (2013). The objective of the research was to improve students' reading comprehension in the teaching and learning process at the second grade students of SMA PIRI 1 Yogyakarta through PQRST technique. This study was an action research. The data were qualitative and quantitative in nature. The results of the research shows the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.
2. Puspitasari (2014). The study was conducted to find out whether there is an improvement of students' reading comprehension in descriptive text through PQRST technique of the tenth grade students of SMKN 5 Madiun. The design of the research was Classroom Action Research (CAR). The researcher designed planning, actuating, observing, and reflecting. The result of the treatment during two cycles showed that the implementing of PQRST technique could improve the students' reading comprehension in descriptive text and it also had improved the students' participation.
3. Rahayu (2012), the purpose of the research was to find out whether PQRST strategy could improve students' reading comprehension in descriptive text. The research was a classroom action research. She

found problem on the students that most of the students have difficulty in learning descriptive text. The students' failed to know the main idea of descriptive text. After conducting the research, she found that the use of PQRST strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension especially in descriptive text.

C. **Conceptual Framework**

Reading is an important skill that must be mastered by the student. Reading is a very important skill and ability that must be mastered by student, because reading is an inseparable process in teaching and learning. In the reading process, the students do not only read the vocabulary but they also need to know the context and understand about the goal of reading. Regarding to this problem, effort need to be implemented to help the student easier in reading comprehension. Because of that, the researcher choose the PQRST technique expectedly could improve the students' reading comprehension problem and their reading skill.

D. **Hypothesis**

According to Fraenkel and Wallen, a Hypothesis was prediction, an explanation of the research outcome. Hatch and Farhady stated that a null hypothesis predict neither a positive nor a negative relationship between two variable.¹⁴²⁹

¹⁴Hatch, Evelyn and Hossein Farhady, (1982), *Research Design and Statistic*. Los Angeles : Newbury Hous

In reference to the theoretical assumption above, the researcher proposes the hypotheses as follow to improve the students' reading comprehension of narrative text through PQRST Technique of students at ninth grade at SMP Muhammadiyah 56 Binjai.

