

II. LITERATURE REVIEW

In this chapter, the literature review for the research is provided. The description will cover reading, aspect of reading, concept of teaching reading comprehension, concept of PQ4R strategy, procedure of PQ4R strategy, the disadvantages and the disadvantages of PQ4R strategy, recount text, theoretical assumption, and hypothesis.

2.1. Concept of Reading

Reading is one of important skills in English because through reading we can get much information and increase our knowledge and experience. There are some definitions about reading. Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. Grabe (2009) defines reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. According to Clark and Silberstein (1987: 21), reading is as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Those definitions have the same idea. It means that reading has an active cognitive process or mind of interacting with the printed material or written text. Process of constructing meaning from written texts is important in order to get information and knowledge from the text. Therefore, the students need reading

skill not only to learn something (lesson), but also to get experience, knowledge, and everything which can support their ability to comprehend English text that they read.

The ability of reading is very important for students because for knowing the meaning and the aim of a text they have to read. Reading is act of reading something written or printed. The first of the act is to look at of the text. They can understand the purpose and the meaning of the text.

McDonough and Shaw (1993) stated that the aim of teaching reading is to develop the students' skill so that they can read English texts effectively and efficiently. To be able to do so, the readers should have particular knowledge in their mind before they interact with the text. It means that to comprehend the text, the readers should involve their mind activity including asking the questions dealing with the context. The questions are tool to be able to comprehend the text. When the questions are asked on their mind, the readers will look for the answers by collecting the ideas from the text.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text.

2.2. Aspect of Reading

In reading, the readers must be active to bring their background, knowledge, emotion, and experience, and must be able to have a kind of thinking process that transfer printed letters into meaning in order to communicate certain messages that the writer wants to deliver. Furthermore, in the process to comprehend the text, they need to know about aspect of reading. According to Millan (1998), there are some essential skills in reading, that is, comprehension and retention, inference and conclusion, critical thinking and analysis. Then, according to Nuttal (1985), there are five aspects of reading skills that should be mastered by the reader to comprehend the text deeply, that is, identifying main idea, identifying details, determining inference, understanding vocabulary, and reference.

In line with this, the researcher used skill of reading based on Nuttal's theory. Nuttal divided five aspects of reading skills that should be mastered by the students to comprehend the text more easily, especially to the students in junior high school; they are reviewed as follows.

1) Identifying Main Idea

Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words (Kelly, 2004). The main idea is important to a reader because it tells what the story is mainly about. There are 3 kinds of main ideas: to inform, to persuade, and to entertain.

2) Identifying Details

Identifying details are facts and ideas that explain or prove the topic sentences or main idea. As stated by Segretto (2002: 12) that supporting details provide that reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big pictures in a text. Supporting details give readers the answers to questions they might ask before they ask them.

3) Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. As inference is when the student take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell us everything, so the readers need to use inferences to help them understand what they are reading.

4) Understanding Vocabulary

The communication will successes or not it depends on the accurate vocabulary understanding. It means to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to printed word and matching it to a known word in the readers' oral vocabulary. Linan et al. (2007: 87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5) Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. As stated by Young, (2011: 146) that referential representation is aided by making referents easy to identify. Readers take less time to identify the referent has been the referents of pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier.

Below are the example of recount text and some questions relating to some aspect of reading; the main idea, identifying details, determining inference, understanding vocabulary, and reference.

TEN TO FIVE

Arief (Bass), Robin (Guitar), Poltak (Drums), and Lea (Vocal) formed TEN TO FIVE in late 1998 when they were studying in Perth, Australia. They used to practice, jam and make songs every Saturday from ten a.m. until five p.m. after studying.

In 2000, they return to Indonesia but Lea resigned because she wanted to pursue a career and got married. Imel, with her good song-writing skill, came in to replace Lea, and she immediately found her place in the band. Imel brought her cousin Didit, who also likes to write songs, making up the current TEN TO FIVE lineup. That was 2001 in February 2004; they started recording their first album.

When creating songs TEN TO FIVE does not use any specific strategy, they can come up with the melodies first while jamming, then continue with the lyrics or the other way around. Ideas come up and develop during jam sessions with surprising outcomes. Imel creates most of the lyrics with additions from the other members of band.

1. What is the main idea of paragraph 1?
(The question to identify main idea)
 - a. **The formation of Ten to Five.**
 - b. Recording Ten to Five first albums.
 - c. The new personnel of Ten to Five.
 - d. The process of making the songs.

2. How many members do Ten to Five have now?
(The question to identify details)
 - a. **Four.**
 - b. Five.
 - c. Six.
 - d. Seven.

3. These sentences are correct, except?
(The question to determine inference)
 - a. **Lea was the new member of Ten to Five.**
 - b. Most of the songs were created by Imel.
 - c. The idea of making songs came at jam sessions.
 - d. Ten to Five made its album in 2004.

4. "In 2000, they **return** to Indonesia but Lea resigned because she wanted to pursue a carrier and got married." The bold word is similar to?
(The question to understand vocabulary)
 - a. **Went back.**
 - b. Departed.
 - c. Delayed.
 - d. Changed.

5. "... she immediately found her place in the band." (Paragraph 2). The word "her" refers to?
(The question to find reference)
 - a. Lea.
 - b. **Imel.**
 - c. Didit.
 - d. Lea's cousin.

Identifying main idea, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the students for being good readers. To be able to train and increase the skills, there must be strategies and exercises that are involved in teaching reading targeted to those five skills.

2.3. Concept of Teaching Reading Comprehension

Teaching reading comprehension is the teaching activity conducted by the teacher to make his or her students capable to comprehend the content of the written text. Hedge (2003) states that any reading component of an English Language teaching may include a set of learning goals for:

- The ability to read a wide range of text in English. This is the language range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading strategy according to reading process.
- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to content of the texts.

It is important to build up students' ability to adapt the reading strategy according to reading purpose as goal in teaching reading. According to Alyousef (2006: 7), in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedure: pre-, while-, and post reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arise their interest while previewing the reading text. While-reading stage is an interactive process that can develop students' ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions.

Basically, the purpose of teaching reading is to develop students' skills of the reading English texts efficiently and efficiently. Teaching efficiently and efficiently always become the focus of the teaching-learning, especially in

reading, that has been put as the basic thing in choosing the techniques in many various types of texts. Therefore, the teaching strategy should be matched with the reading purposes.

The appropriate strategy should be applied based on the purpose of reading in order to increase the reading classroom activities. PQ4R strategy is one of the techniques that can be applied in junior high school students because this strategy will provide effective, efficient, independent, and responsible reader before they step into higher education.

2.4. Concept of Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy

In a learning strategy, the teacher needs a good strategy to make students understand what they read and enjoy in learning process. There are many strategies that can be used by teachers especially in comprehending an English text, such as inquiry strategy, jigsaw, critical reading approach, PRSR strategy, READS strategy, SQ3R strategy, PQ4R strategy and many others. But for all those strategies, there is one appropriate strategy for this research, that is, PQ4R strategy. PQ4R is an excellent strategy, which has a good concept to teach the students reading comprehension. That strategy will help the students to understand and remember what they have read.

PQ4R strategy is a strategy that helps students to focus organizing information in their minds and making it meaningful (Slavin, 1997: 298). Further, Slavin (1997: 297) also states that PQ4R is one of the best-known strategies for helping students

understand and remember what they read. Besides, Pehofer and Roy (2003: 42) state that PQ4R strategy is an efficient strategy to facilitate comprehending of texts. It means that students have to give understanding on text that they read. In short, PQ4R strategy is a strategy that can be applied in a reading class. It is aimed to help students in comprehending the idea of the text.

Based on the previous research, Dwisastika (2009), in her research at SMPN 1 Sungai Pakning also found that there was a significant improvement of the students' reading comprehension after being taught by using PQ4R strategy. In her research, the writer found significant improvement in which scores of students in pre-test and post-test were different. In the pre-test, the students' score was lower than the post-test. It was proved that by applying PQ4R Strategy, their reading comprehension would be better. Dwisastika also said that the improvement also happened in each aspect of reading.

Based on the previous research mentioned above, the finding has been found that PQ4R strategy had more significant effects on reading comprehension. The previous research related to the use of PQ4R strategy had succeeded to increase students' score. Therefore, in this research, the researcher was highly motivated to investigate what does the result of the previous research finding has the same result with this research in SMPN 1 Sukoharjo.

The PQ4R strategy was firstly designed by Thomas and Robinson (1941). According to Trianto (2007: 146), *PQ4R* is one part of the strategy elaboration.

PQ4R is one part of elaboration strategies, which is used to help students remember what they have read. Based on the explanation above, it can be concluded that PQ4R strategy is a strategy to improve student's comprehension of the text after they read, and this strategy is to increase deep understanding about the text of students read. It is a good strategy to stimulate thinking so getting information from the text.

2.5. Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy in Teaching Reading

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several ones depending on one's reason for reading. Students will never read efficiently unless they can adapt their reading speed and strategy to their aim when reading (Grellet, 1981: 17).

Sometimes reading makes students bored. It is because one of the reasons is the students often do not do careful reading. Careful reading when it is done in a very long passage would be boring and wasting time. Particularly, when the reading is aimed to answer some questions testing on the students' comprehension of the text, it would be ineffective if they still use careful reading. PQ4R strategy can be used in this kind of case. PQ4R strategy is one of the effective strategies in reading skill. This strategy can help the teacher in teaching learning process, and it can help the students to understand of the text so that they can explore their knowledge. This strategy stands for Preview (P), Question (Q), and the four R:

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

1. *Preview*. In this study, preview deals 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.
2. *Question*. 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 that they got from preview phase.
3. *Read*. In this strategy, read is the third phase, the students read the complete text in order to find the answers of the question that they made in "Question" phase. During the reading activity, students record notes in the margin or underlining the important information and unexpected ideas that answer the predicted questions.
4. *Reflect*. In reflection phase, the students try to link together all information, main idea, and unexpected ideas that the students record in the margin and the underlined ideas. Students need to develop insight in to the topic. So that students can store the information to their minds, they also can memorize them very well.
5. *Recite*. In this phase, the students are asked to summarize the main idea, supporting details, and unexpected ideas of the text. Then, students say the summary aloud or write it down.
6. *Review*. Review is the final phase of PQ4R strategy. Here, students entail highlighting key point of the text. Then, students make sure that the predicted

questions have been answered and that the author's purpose is fully understood.

It can be concluded that the main point of those steps is remembering information of what the reader reads. Since PQ4R strategy is an acronym, it makes each of steps is similar in the beginning into ending.

2.6. Procedure of Preview, Question, Read, Reflect, Recite, Review (PQ4R)

Strategy

PQ4R strategy is an acronym for Preview, Question, Read, Reflect, Recite, and Review. Therefore, if the teacher and students use that strategy, absolutely that they have to pass these steps. Below is the example of recount text and explanation how to implement each step.

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, and the second was to Ubud. On the day of the tour, he was ready.

My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys who were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to Mass. Mass is a tourist center. My friend ten-day stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

1. Pre-activities

- The students pay attention to the teacher's introduction of the topic about recount text.
- The students are given the recount text about "Visiting Bali".

2. While-activities

a. Pre-reading

1. Preview.

- The students are asked to read fast the text about "Visiting Bali"
- The students are asked to scan the title.
- The students are asked to read the first and last sentence of each paragraph of "Visiting Bali". If the text is long, read the first and last paragraph.

2. Question.

- The students are asked to make questions from the text using WH question based on the recount text about "Visiting Bali", for example, what is the text about?, where was the writer's friends spent his day on arrival?, why did they return in the Kuta late?, and etc.

b. While-reading

3. Read.

- The students are asked to read the complete text to find the answers of the predicted questions.

- The students are asked to make notes in the margin and underline main ideas, supporting ideas, and unexpected ideas.

4. Reflect.

- The students are asked to link together the notes in the margin, then underline words and sentences.
- The students are asked to develop insight the topic.

c. Post-reading

5. Recite.

- The students are asked to summarize main points from the whole text about “Visiting Bali”.

6. Review.

- The students are asked to entail highlighting key point of the text.
- The students are asked to make sure that predicted questions have been answered and that the author’s purpose is fully understood.

3. Post-activities

- The students are given some test of reading comprehension about recount text and then they will be asked by the teacher and they discuss the result together.
- The students will be asked by the teacher the difficulties related to the topic.
- The students together with the teacher summarize the materials.

From the steps of PQ4R strategy above, the teacher can see that this strategy can help the students to understand and remember learning material. The detail explanation above states that PQ4R strategy is an appropriate and effective strategy to increase the students' reading comprehension achievement and their activeness. Besides, the researcher believed that that strategy was still effective to teach reading comprehension to the students.

2.7. Advantages and Disadvantages of PQ4R strategy

In using PQ4R strategy, there must be the strengths and the weakness that are elaborated in the following section.

d. The advantages of PQ4R strategy

Using PQ4R strategy, the students will gain some advantages. The first, it will help students know what to learn. It focuses on students' attention, increasing interest, relating new ideas to previously known concepts and building comprehension. The last is, the students are encouraged to actively interact with the material while reading by following organizing techniques. It also leads to a more active learning environment and deeper processing of information.

e. The disadvantages of PQ4R strategy

Even though PQ4R strategy looks like as an effective strategy for students' reading comprehension, it has several weaknesses. There are two weaknesses when performing PQ4R strategy in the class, that is, first, too much steps in

this strategy, so the students were difficult to memorize all steps. The students were confused to apply the steps systematically; second, the teacher would be difficult to control the students one by one when they were applied every stage of PQ4R strategy .

2.8. Recount Text

According to the practical guide for classroom teachers (Department for Education and Child Development of South Australia, 2012), recounts are used to relate experiences or retell events for purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative.

1. *Personal recount.* Retell an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.
2. *Factual recount.* Report the particular of an incident by reconstructing factual information e.g. police reconstruction of an incident, historical recount, biographical, and autobiographical recounts.
3. *Imaginative recount.* Apply factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life a Roman Slave, How I Discovered Radium.
4. *Procedural recount.* Record the steps in an investigation or experiment and thereby providing the basis for reported results of findings.
5. *Literary recounts.* Retell a series of events for the purpose of entertaining.

From five types of recount text above, the focus of the research is on personal recount since it was considerably suitable for Junior High School level and fit to the recent Curriculum. The other hand, based on the explanation of the background that the students have difficulties to answer the question from the recount text.

The generic structure of recount consists of orientation, sequence of events, and re-orientation. The generic structure and example will be given more by the table in the next page.

Table 2.1 Generic Structure of Recount Text

Generic Structure	Recount Text
Orientation: Provides the reader with background information needed to understand the text. e.g. who, when, where	During the holidays, our family went to Victor Harbor. We stayed in a holiday apartment. There were nine other apartments where we stayed.
Sequence of events: series of events typically ordered in chronological order. In this example, it is appropriate to include personal comments and evaluative remarks throughout the text.	After we unpacked our things, we went to the beach. At the beach we met our cousins and played with them. Later on, mum went shopping with my brother to buy some groceries. While she was shopping, Dad and I went fishing.
Re-orientation: a summary statement/an evaluative comment/a return to the starting point.	On the last day of our holiday, we all went fishing again. We caught lost of fish. It was really cool fishing with Dad.

2.9. Theoretical Assumption

From the literature reviews above, it is assumed that learning strategy seemed to have an impact toward students reading ability. The students have to be able to

identify content of reading text. Therefore, the teacher needs a good strategy to make students understand what they read and enjoy in learning process. An appropriate strategy was considered to develop students' reading comprehension.

PQ4R strategy is appropriate to be applied as students' strategy in reading. Using PQ4R strategy changes a passive reader into an active one. PQ4R strategy was a useful strategy for absorbing written information. As mentioned earlier, PQ4R strategy gave the students a mental organization. It also helped the students to find out the information from the text quickly and clearly. This strategy helped the students to remember what they have read. Therefore, it can be assumed that PQ4R strategy can affect the students' reading comprehension achievement.

2.10. Hypotheses

Based on the theoretical assumption above, the researcher formulated hypotheses as follows:

1. There is a difference of students' reading comprehension achievement before and after being taught by using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy.
2. The aspect of reading comprehension which increased the most was understanding vocabulary after being taught by using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy.