II. LITERATURE REVIEW

This chapter discusses the theories used in the research, such as: concept of reading comprehension, concept of aspects reading, teaching reading, concept of narrative text, concept of RAPQ technique, teaching reading through RAPQ technique, procedure of teaching reading through RAPQ technique, advantages and disadvantages of RAPQ technique.

2.1 Concept of Reading Comprehension

Someone has a purpose when he/she is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. Dallman (1982:23) suggests that reading is more than knowing what letters of alphabet stand for; reading involves more than word recognition, and comprehension is an essential thing of reading so that without comprehension, no reading takes place. It is impossible that someone reads a text without any purpose. The purpose of reading will be gained if the reader is able to comprehend the text well.

Reading comprehension is a part of reading text. It means that when students read the text, of course students have the purpose to do it, for example when they want to analyze a text and how they can know the content of the text if they do not comprehend the whole text. In line with Nuttal (1982: 17) who states that the purpose of reading comprehension is a part of the process of reading
comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information and knowledge.

Reading comprehension is an ability in which students make sense of the written text in order to get information and knowledge from the text. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out, beside that, reading is only simply following words on page from left to right when we read it. The words on the page have no meaning. They are simply symbols, while person reads the text, he/she has different reasons. The goal is to get some understanding of what the author is trying to suggest and make conclusion of the text.

Turner (1988) reveals that a reader can be said to have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the readers’ experience that has been gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experiences.

Based on the explanations above, it can be said that reading comprehension the readers’ ability in gaining meaning from the content of the text, beside that, reading can make the readers find something new which is different rather than before.
2.2 Concept of Five Aspects of Reading

In reading there are five aspects which help the student to comprehend the English text (Mahfoodh, 2007:1), they are:

1. **Main idea**

Segretto (2002:12) states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. **Specific information**

Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc.Whother (1986:36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and it position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect and questions.
3. Inference

According to Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fill information a writer only suggests.

4. Reference

Reference is word or phrases use either before or after the reference in the reading material (Latulippe, 1986:20). In other word, such word are used, they are signals to the readers find the meaning elsewhere in the text.

5. Vocabulary

According to Marchado (2012:56) a child’s vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

2.3 Teaching Reading

A major goal of teaching reading is to help students develop the knowledge, skills, and experiences they must have if they are competent and enthusiastic readers. For many years, teaching readings are based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and
sequencing. Teaching reading comprehension is viewed as a mastery of these skills.

Teaching reading is important in the language learning because reading is one of key factors of mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. Hedge (2003) states that any reading component of English language course may include a set of learning goals, i.e.:

1. Developing the ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop to independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. Developing the ability to adapt the reading style according to the reading purpose.
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the text.

Alyousef (2005:143) suggests that “in teaching reading, contemporary reading tasks; unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages”. The pre-reading stages help to activate the relevant schema. For example, the teacher can asks students questions that arouse their interest while previewing the text. The aim of while-reading stages (or interactive process) is to develop students’ ability in tackling texts by developing their linguistic and schematic knowledge. For example, the teacher can encourage the
students to generate appropriate questions for the passage and to identify what makes a text difficult and seek an understanding of difficult new vocabulary. Post-reading includes activities which enhance learning comprehension using matching exercise, close exercise, cut-up sentences and comprehension questions or the teacher can ask students to identify and integrate the most important information by using summarizing.

The aim of teaching reading is to develop students’ skill that they can read English text effectively and efficiently. In teaching reading, the teacher should provide technique to the students along with the purpose of reading. The purpose of reading also determines the appropriate approach to reading comprehension. Therefore, reading technique should be matched to reading purpose for achieving an effective reading. For example, if their purpose of reading is to find the specific information of the text, they should apply scanning technique in their reading.

Williams (1989: 20) explained three ultimate objectives in teaching reading. The first is to read texts as general nature with comprehension. This means that readers read the text with the ability to comprehend the text and to fill out the area of comprehension itself. The second is to read according to propose. It can be inferred that the readers are able to find out what they look for when they read certain text. The third is to learn language and content from reading. Reading is not only getting the inference of the text or understanding the text.

Based on the theory above, the researcher assumed that in teaching reading, there were many aspects of comprehension that can be considered by teacher as a goal, such as determining the main idea, finding specific information, reference,
inference, and mastering vocabulary. Teaching reading finally did not end in having the inference only, but it could go wider to the area of understanding the language, critical awareness toward the content and many more. Thus, appropriate technique in teaching reading was really needed to ensure that the students to get whole aim of the text while they were reading.

2.4 Concept of Narrative Text

Narrative text is the telling of a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

According to Pratyasto (2011:32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

According to Djuharie (2007: 41), narrative text generally has generic structure which consists of orientation: sets of the scene, where, when or introduce who is the participant. It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters. From the general structure above, the narrative should have the three components such
as orientation, complication, and resolution. The three components support the
story that is organized as narrative

**Purposes of Narrative Text**

The basic purpose of narrative is to entertain, to gain and hold a readers’ interest. However narrative can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas.

**Types of Narrative Text**

There are many types of narrative. Generally, it can be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both;

A Fictional Narrative presents an imaginary narrator’s account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.

A Nonfictional Narrative (also factual narrative) presents a real-life person’s account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience

**Structures of Narrative Text**

Narrative text has the structures, they are; (1) Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answer who? When? Where? e.g. (2) Complication or problem: The complication usually
involves the main characters (s) (often mirroring the complication in real (life). (3) Resolution: There needs to be a resolution of the complication. The complication maybe resolved for better or worse, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

Here in the Example of the organization of narrative text:

**Ali Baba**

<table>
<thead>
<tr>
<th>Structure</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.</td>
</tr>
</tbody>
</table>
| **Complication** | Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba’s house.

After finding Ali Baba’s house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together. |
| **Resolution** | After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison. Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after. |
2.5 RAPQ (Read, Ask, Put, Question) Technique

RAPQ is a technique in teaching reading developed by Schumaker J.B, Denton P. & Deshler D.D (1984) that to help students stay focused on the main idea of what they read. This is a technique to improve questioning strategies. Students are taught how to read a paragraph, ask themselves key questions about the information/ main idea and then put the information in the students own word by paraphrasing.

The steps of RAPQ technique are: First, reading; read smaller parts of the whole. Instead of reading entire chapter, we can break it up into sections or even paragraphs. Reading smaller sections gives less to think about at one time and less to get confused about. Second, asking; ask yourself what the main ideas are. Try to find what the most important information is within the text. Third, putting by paraphrasing; when you are paraphrasing the main ideas, use words other than what is already in text. Put what you have read into your own words. Last, questioning; write a question about what you have read. The question should be based on the main idea and what you have paraphrased, also don’t forget to write down an answer. You can compare both your questions and answers to the previous sections to see how the information lines up together.

2.6 Teaching Reading through RAPQ (Read, Ask, Put, Question) Technique

In teaching reading, some teachers do not usually teach the technique how to comprehend the text, they let the students to read the text by themselves, then answer the question. This phenomenon does not make the students stimulate their
feelings to read and concentrate also gain their skills in comprehending the text successfully.

According to Minskoff (2008), RAPQ is a skill or technique for improving questioning strategies. By using RAPQ, the students are taught how to read a paragraph, to ask themselves key questions about the information/main idea and then put the information into their own words.

The first and most important step that was used by the researcher in this technique was to explain the benefits of mastering the strategies. In this case, the students have to work hard, but the payoff was getting better grades. Next, it was necessary to identify the specific problems that students had in their class. The students should write down all the grades that she or he received in each class and discussed which task were the most difficult, and why it can be.

2.7 Procedures of Teaching Reading through RAPQ (Read, Ask, Put, Question) Technique

These are the procedures of teaching reading comprehension through RAPQ technique:

Pre-reading:

1. Tell the students the topic of lesson that will be learned.

2. Asking the students’ argument or comments about the topic. It intended to correlated students’ schemata with the topic of the text that would be presented.
While – reading

1. First, the students read a paragraph

“Proliferation is best understood as the rapid increase in the number and destructive capability of armaments. Evidence of the impact of proliferation on world affairs can be seen in the arms race between Germany and Great Britain that helped to spark World War I; the nuclear arms race between the superpowers-the U.S. and the Soviet Union-that brought us to the brink of a World War III; and the clandestine arms buildup in Iraq that helped it fight the Gulf War.”

Then the teacher asks: “what are the main ideas and details of the paragraph?” to do the first stage of RAPQ.

2. Next, the students answer “the main idea of this paragraph is to show that there is evidence of the impact of proliferation on world affairs”. The supporting details are the world affairs listed: the arms race between Germany and Great Britain that helped to spark World War I, the nuclear arms race between the U.S. and Soviet Union which almost became World War III and the clandestine arms build-up in Iraq that helped it fight the Gulf War.

3. Then, the students are asked to put the main ideas and details in their own words by paraphrasing. For example, the students write,” there are three pieces of evidence that show how the spread of weapons, and the increase in the number of destructive weapons, has affected world affairs. The first was World War I between Germany and Great Britain. The second was possibility of World War III
between the U.S and the Soviet Union and the third is the concealed weapons that Iraq used during the Gulf War.”

4. The last, the teacher asks students to make questions.

Post-Reading

The evaluation brings in a number of texts i.e. short articles (monologue text). Once again, asking the students to do exercise by RAPQ technique and not reading the whole word.

2.8 The Advantages and Disadvantages RAPQ Technique

There are some advantages of reading using RAPQ technique:

a. The students are able to focus on the main idea. By this strategy, the students are asked to mention the main idea of each paragraph or the text they read.

b. The students are able to improve their questioning strategy. RAPQ provides questioning activity that can improve their ability to make and answer questions related to the text.

c. Students are able to find the gist of the text after they know the line story of the text. It can help the students to comprehend the text easily.

d. The students are able to increase their paraphrasing ability because RAPQ also provides the stages where the students will be accustomed for paraphrasing a sentence. By paraphrasing activity, the students are asked to paraphrasing main idea into their own words after they find the main idea of the text.
RAPQ technique also has disadvantage, that is, it takes a long time to implement this technique in the classroom because RAPQ provides some rules to do by the students in a meeting.

2.9 Previous Finding Research

The previous finding was the research conducted by Rinjani in 2014. Rinjani (2014) analyzed the effectiveness of using RAPQ technique in improving students’ reading comprehension. Rinjani in her unpolished script showed that there was an improvement of students’ reading comprehension after being taught by using RAPQ technique and found that the students felt happy and enjoy in learning reading comprehension.

2.10 Theoretical Assumption

The researcher assumed that there was a significant difference of students’ reading comprehension achievement before and after being taught through RAPQ teaching technique. RAPQ teaching technique was one of the reading instruction techniques which cover the necessary reading strategies: Reading, Asking (to find the most important information), Putting by paraphrasing, Questioning strategies. The researcher assumed that implementing RAPQ teaching technique could improve students’ reading comprehension achievement, and become better readers, because this technique had four steps that made them understand in reading. Consequently, the students created the new knowledge from what they internalize and develop their reading potency.
2.11 The Hypothesis

In relation to the previous frame of theories, the researcher formulated the hypothesis as follows:

1. There is no significant difference of students’ reading comprehension before and after being taught by using RAPQ technique.

2. There is a significant difference of students’ reading comprehension achievement before and after being taught by using RAPQ technique.

Those were some theories which provide the information on concept of reading comprehension, concept of aspects reading, teaching reading, concept of narrative text, concept of RAPQ technique, teaching reading through RAPQ technique, procedure of teaching reading through RAPQ technique, advantages and disadvantages of RAPQ technique. By referring the previous research, concepts theoretical assumption and hypothesis were constructed.