

## CHAPTER II

### READING COMPREHENSION THROUGH RECALL SUMMARIZE QUESTION CONNECT COMMENT (RSQC2) TECHNIQUE

#### A. The Nature of Reading

##### 1. Definition of Reading

There are some experts who have opinion about the meaning of reading. Reading is an activity that the reader interacts with the written text to get information, ideas, and everything that writer has shared in the text. Based on Martin chang & Goulds (cited in Ahmadi & Ismail, 2012:159), Reading is an activity to achieve information, ideas, etc from the text". Meanwhile, McWorther (1989:75) " Reading is a complex activity involving skill, knowledge and experience. Then, Clay (1991) cited in NSW Department of School Education (1997:6) states that: Reading as a message getting, problem solving activity which increase in power and flexibility the more it is practiced.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004:137). Based on Sweet (2000) reading is comprehending, that is the construction of meaning. Readers construct meaning by interacting with the text. Smith (1980: 205) " Reading is an active attempt on the part of the reader to understand an author's message."

Based on the experts' opinions about reading, the researcher can conclude that reading is an activity to achieve information, ideas, etc from the text. Also, reading is a complex activity involving skill, knowledge and experience. Then reading as a message getting, problem solving activity which increase in power and flexibility the more it is practiced.

## 2. The Purpose of Reading

The people perform reading with their own purpose. One of the purpose that is to get information. The information is usually got in written form. In this case, the interpreter the meaning of each sentence in text appropriately. Deals with Grabe and Stoller (2011:7), the purpose reading are:

### a. Reading for searching the information

Reading for searching information is a common reading ability. The reader only read surface to look for the simple information without have to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or specific word.

### b. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main ideas as well as a number of detail that elaborate the main and supporting ideas in the text

2. Recognize and built rhetorical frames that organize the in information in the text
3. Link the text to the reader's knowledge base

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension to connect text information with background knowledge

- c. Reading to integrate information, write and critique text

Reading to integrated the information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information from multiple resources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

- d. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processes under very limited time. Because of its demands for processing to master than reading to learn. In this research, the purpose of the students to read the text is learning from the text. by reading the text, students recognize and built rhetorical frames that organize the information in the text, such as the genre of the text

### 3. Reading Comprehension

Learning to read is not too easy as we think. It is supported by Harvey (2011:2) state that reading comprehension is not single step or easily acquired skill. It is very complex process that teachers find difficult to teach because, in learning reading, the learners not only try to read, but they also have to know what they are reading about. Deals with Jannette. K. Klinger & Vaughn Sharron (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency. Reading comprehension is defined as the ability to understand information on a text and interpret it appropriately (Grabe & Stoller, 2002:17) and Kwiatkowska (2012:3) states reading comprehension is a coherent mental representation of a text's meaning that is integrated with the reader's prior knowledge. However reading comprehension is not merely about understanding and interpreting a written text, it is also often discussed in term of being a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it.

Based on experts explanation above, the researcher can conclude that, reading comprehension is a process making sense of someone read and connect the ideas of what they know and reading comprehension as the process of simultaneously extracting and constructing meaning. Then reading comprehension is the process of constructing meaning by coordinating a number

of complex process that include word reading, word and word knowledge, and fluency. Reading comprehension is defined as the ability to understand information on a text and interpret it appropriately, also reading comprehension is not merely about understanding and interpreting a written text, it is also often discussed in term of being a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it.

#### **4. Levels of Specific Reading Comprehension**

Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Levels of specific reading comprehension skill could be into three levels. They are literal level which involves what the author is actually saying, interpretive level which deals with what the author means by what is said, and applied level which concerns with why author say what he or she says. These levels of comprehension are what make a reader skilled. With thought in mind, it has been shown that strong readers make good writers. Furthermore, the integration of good level of reading comprehension and continued exposure to the English language enables readers to be writers which are better in expressing themselves. Berry (2005:12) categories levels of comprehension as follows:

a. Literal level

Literal level is what the text says: the things that actually happened in the story. At literal level the reader would not have to understand the true meaning of paragraph but would memorize the fact.

b. Interpretive level

Interpretive level is what the text means: the meaning drawn from the literal level: the reader is attempting to understand what the author mean by what she/he said in the story, paragraph or text book.

c. Applied level

Applied level is what the text tell us about our world: the ideas that you can draw about the world outside of the story. Here, the reader is reading between the lines and then examining the message from author and attempting to apply that message to other setting.

The readers have good reading comprehension can grasp the meaning and organization of the writer's idea. The readers bring their previous knowledge and experience into relation with their present reading; compare the fact and arguments presents presented by the author.

## 5. Aspects of Reading Comprehension

Turlington (2009:147) stated that, there are some aspects of reading comprehension namely : main idea, supporting detail, inference, reference, and vocabulary. These are brief explanation about the aspects, as follows:

a. Main idea

Main idea is important information that tells more about overall idea of a paragraph or section of a text. Every reading passage has a key concept or main idea. The main idea is the most important piece of information which the author wants the reads know about the concept of passage.

b. Supporting detail

Supporting detail from the text can be use as the way for reader to find main idea. Supporting detail is a piece of information in the passage that explains about the main idea. Generally, supporting detail tell about who, where, what, when, why, and how that can be found in the content materials.

c. Reference

Reference in reading comprehension is the use of demonstrative pronoun in reading passage. The demonstrative pronoun can be like the use of: it, he, she, her, these, etc. the use of reference in the reading passage is to avoid subject repetition.

d. Inference

Inference is the process of arriving at a hypothesis, idea, judgment or drawing conclusion which refers to information is never clearly stated in the text. This aspect is the most difficult in reading comprehension, because the information on the text is never clearly stated. Inference is the process of drawing conclusion which refers to information that is implied. In this aspect, reader have to make a prediction what might be said in the text.

e. Vocabulary

Vocabulary is the aspect that related to the meaning of words. It will determine reader in comprehending the text. reader will construct an understanding of the text by assembling and making sense of the words in context. Generally, the question about vocabulary can be about synonym or antonym of a single word.

From the explanation above, the researcher will use five aspects of reading comprehensiaon, that are: to find out the main idea, detail information, interpreting words or phrases, drawing logical and locating reference.

**B. The Nature of RSQC2 Technique**

**1. Definition of RSQC2 Technique**

Based on Dees(2009) “RSQC2 is technique an acronym that stands for Recall, Summarize, Question, Comment, and Connect. Students Recall and list the key points, Summarize them in a paragraph, write some Questions they still have, Connect what they have learned to the lesson objective, and write a Comment as a personal response”. Meanwhile, Angelo and Cross (1993) RSQC2 is a modular classroom technique in which teacher can use the whole thing or select individual components to administer. In this technique teacher guides students quickly through simple recall, summary, analysis, evaluation and synthesis exercises focusing on the material. In addition, (Daines,2001) RSQC2 it



is a technique to assess the students' recall, comprehension, analysis, synthesis and evaluation of recent material. Angelo & Cross (1993) RSQC2 is an assessment device that encourages students to recall and review class information comprehensively).

From the theory above, the researcher concludes that RSQC2 is an technique that used by the teacher to evaluate the students understanding, analysis, recall and synthesis about the material from the text that they have read. In this technique, teacher allows students to make summarize about the material in the text based on their own words. If they have made a good summary, they have understood with the material. It supported by Angelo and Cross (1993) RSQC2 is a modular classroom technique in which teacher can use the whole thing or select individual components to administer. In this technique teacher guides students quickly through simple recall, summary, analysis, evaluation and synthesis exercises focusing on the material.

## **2. The Advantages of RSQC2 Technique**

There are some advantages of the RSQC2 technique Angelo and Cross (1993), as follows:

- a. First, it can helps the teacher in assessing the students' comprehension related to the material.
- b. Second, it helps teacher to give a good feedback on students work and activity.

- c. Third, it is useful for the students to build their comprehension about the material and summarize the information by their own words.
- d. Fourth, it helps students to improve their reading by making connection between their own ideas with information in the material.

### **3. Disadvantages of RSQC2 Technique**

Beside the advantages above Angelo & Cross (1993) stated that RSQC2 Technique has some disadvantages, as follows:

- a. First, it can seem to be or become a waste of time unless everyone participates actively and effectively
- b. Second, RSQC2 is time-consuming to evaluate. It also forces the professor to evaluate the course structure.
- c. Third, RSQC2 is a relatively time-consuming activity, especially the first few times it is attempted.

### **4. Teaching Reading Comprehension by Using RSQC2 Technique**

Angelo and Cross (1993) explain that RSQC2 technique has some steps such as:

- a. First, Recall. Teacher asks students to make a list (in words or simple phrases) of what they recall as the most important, useful or meaningful points from the material.

- b. Second, Summarize. Teacher directs students to summarize as many of the most important points as they can into one summary sentence that captures the essence of the material.
- c. Third, Question. Teacher then asks students to write one or two question that remained unanswered of the text.
- d. Fourth, Connect. Teacher asks students to explain (in one or two sentences written in as many minutes) the connection between the main point of the material and the entire course.
- e. Five, Comment. Teacher invites the students to write an evaluative comments about the class. Finally, the teacher collects the RSQC2 sheet.

Regarding standard competence which state that in reading comprehension students is expect to be able to comprehend the meaning of both interpersonal and transactional written text formally in the form of recount, narrative, procedure, report and descriptive in the context daily life. Based on standard competence the researcher choose narrative text as the material.

## **C. Narrative Text**

### **1. Definition of Narrative Text**

Narrative text is one kind of text which concern on the imaginative story, such as fable, legend, folk tale, fairy tale, myth. That represent of an event or series of events. Porter, Abbot (2002), defines narrative as the representation of an

events or a series of an events. The purpose of text is to amuse or entertain the readers because the most interesting part of narrative text in the climax which will torn into resolution to the problem. Barwick (2007:4) stated “Narrative text is written to entertain, amuse, and interest the reader but simultaneously teaches, explain, and inform”.

## 2. Types of Narrative Text

There are some types of narrative text. They can be fiction narrative and non fiction narrative

### a. Fiction narrative

Fiction narrative relate to an imaginative of narrative or pretence that does not represent actually. Here are the examples of fiction narrative according to Bima et al(2005:21)

#### 1) Folktale

Folktale is story which is regarded as fiction. It can be a non sacred fictional story that occurs “once upon a time” and feature human and human characters.

#### 2) Folklore

Folklore is a collection of fictional tales about people or animals. It includes myths and tales.

b. Non Fiction narrative

Non fiction narrative is often used to recount a person's life story, important historical events or new stories. According to Bima et al (2005:25) there are some non fiction narratives:

1) Myth

Myth is traditional story which may describe the origins of the world, a place and people. It is considered a true sacred story in the remote past.

2) Legend

Legend is a story primarily about human heroes in the recent past and may feature some religious references.

**3. The Structures of Narrative Text**

There are at least four stages in a narrative text. There are orientation, complication, and resolution. According to Barwick (2007:5) a simple narrative text will have

a. Orientation

This sets the scenes, creating the visual picture of the setting, atmosphere, and time of the story. Characters are introduced and clues are set in place for the coming complication.

b. Complication

This resolves around conflicts or problems that affect the setting, time or character

c. Resolution

A solution is found for the problem or challenges. The resolution brings the series of events to a close and resolves the main problem, challenge and situation.

4. The example of narrative text

Title	<b>The princess and the pea</b>
Orientation	Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.
Complication	One evening a terrible storm came; lightning flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.  There was a princess standing outside, but what a

	<p>sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.</p> <p>“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.</p> <p>That was where the princess was to spend the night.</p> <p>In the morning they asked her how she had slept.</p> <p>“Oh, dreadfully! said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”</p> <p>So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.</p>
Resolution	<p>So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the</p>

	museum, where it may still be seen, if no one has stolen it, and they lived happily ever after.
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*Source: Achmad Doddy & dkk. 2008*

