

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the related literature concerning to the conceptual idea of reading, teaching reading, strategy of SQ4R, learning style and previous studies.

#### **A. Conceptual Idea of Reading**

The conceptual idea of reading discuss about reading, reading comprehension, reading types and its types.

##### **A.1 Definition of Reading**

Reading is one of skills in English that the students master and acquire for the success of their studies, because the reading cannot be separated in the teaching learning process. By reading students can gain the knowledge and information from all over the world without must around it. Before, discussing any further details about reading comprehension, it is essential to know exactly the meaning of reading. “Reading is the construction of meaning from a printed or written message (Richard: 1998), which the reader takes part in a conversation with the author through a text (Zare & Othman, 2013:2), to understand the text which means extracting the acquired information from it as efficiently as possible (Hill, 1998:58), and it is mostly done in any class, not only as a source of information, but also as a means to consolidating and extending idea and knowledge of language” (Rivers, 1981:261).

According to Alyousef (2005:2) stated that, reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Students may read a text for the following objectives (Rivers, 1981:265), those are:

- a. To get information for some purposes or curious about some topics.
- b. To get instructions on how to perform some tasks for our work or daily life (e.g. knowing how an appliance works).
- c. To act in a play (e.g. play a game like do a puzzle).
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspapers, magazines, or reports).
- g. For enjoyment or excitement.

The explanations above clearly states that reading is very important to students when they are want to understand meanings, ideas, knowledge, information, or only to express their hobbies. Reading is viewed considerably important because by reading students can enlarge

and enrich their knowledge and experiences because most of information they need are served in written form. So, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information and new knowledge. Therefore in reading, comprehension is a very essential thing because, without reading comprehension there would be no reading.

## **B. Reading Comprehension**

The essence of reading act is "*Reading Comprehension*" it becomes primary challenge in teaching and learning of reading skill. Reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment (Oakhill, 2015:1). Therefore, someone cannot get information or meanings of the text completely without comprehending the text itself. Comprehending means understanding the meaning or the point of a topic where it is do to get the meaning of something because, it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge (Dubin, Eskey and Grabe, 1986:6).

In relation to reading, "Reading comprehension is a complex intellectual process involving a number of abilities to understanding, evaluating and utilizing of information and idea gained through the interaction between the reader and the author" (Rubin, 1997:91). Therefore, it can be concluded that "Reading Comprehension is a readers' ability in understanding, evaluating, and utilizing the text to find information accordance with the

readers' purpose. In order to find the information, readers should be able to find the writers' ideas whether it is explicitly or implicitly stated in the text. To comprehend and get the maximal benefit from reading the readers should be understand the approaches in reading. In here there are three approaches in the reading process (David, 2000:34) those are:

a. The top-down processing

This approach is used when the reader interpret their assumptions and draw inferences. In this approach, the readers bring prior knowledge and experiences to the text and then they continue on read as long as the texts confirm their expectation. This top - down process can be explained as follows:

The reader looks at a passage or a text.

1. Then he/she guesses or predicts what the text will be about (based on their background and experience of the topic) after reading the title, the headings and sub headings.
2. After that, the reader continues to read the text seeking confirmation about the topic. So, the readers fit the text into knowledge and experiences they already got. In top-down process, the readers use background knowledge, make prediction, and search text to confirm or reject the predictions that are made.

3. Finally, in the readers begin with the largest element, use background knowledge, and put words down towards smallest units to build comprehension of what is being read.

b. The bottom-up processing

In this approach, the readers read the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text. This bottom – up process can be explained as follows:

1. The reader extract propositions from the text. This is where the reader chunks the sentences into constituents and constructs the proposition from there.
2. The reader reads all of the words in a phrase, or a sentence before being able to understand.

Therefore, the bottom-up model typically consists of lower level of reading process. The reader begins with the smallest units and builds up to comprehension of what is being read.

c. The interactive processing

This approach is built on the combination of the bottom-up and top-down models. The efficient and effective reading requires both top and bottom decoding in which this model fill the gap between two models since it emphasizes both letters and background knowledge. The process of constructing meaning from the print of the bottom-up model and the

process of using background knowledge of the top-down have a place in the interactive model. The readers, for example may use top-down reading to compensate for deficiencies in bottom-up reading.

Sometimes, the students cannot comprehend the text effectively because in reading comprehend is not easy. According to Snow (2002:11) stated that there are many factors that influence reading comprehension, are:

1. The reader

The reader brings his or her cognitive abilities in comprehending text e.g. lack of vocabularies, motivation from their self, experiences, reading habit, and negative expectation where they have feeling that they are not going to understand the passage because it is sound to be too difficult and they will be frustrating and de-motivating.

2. The text

The text sometimes use difficult language, inappropriate topic, unfamiliar genre that make the reader difficult to understand comprehend the text easily. So, it will not interest to learn by the students.

3. The activity

The activity make boring, because in teaching reading comprehension the teacher only use familiar method, technique, or media and the teacher only ask the students to read the text without

making sure that they comprehend it or not. It can be concluded that in teaching reading comprehension has three factors influencing its success.

### **C. Narrative Text**

Based on syllabus of School-Based Curriculum 2006 (KTSP) there are three types of reading text which is learned by tenth grade students of Senior High School on second year. They are Narrative, Descriptive and News Item. The students are expected can understand and master the kinds of the texts after they learnt English. In this research the researcher focuses on narrative text which is relevant to the syllabus used in tenth grade of senior high school.

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

Narrative text is the discourse that the first person or third person in a special oriented to characters and all of them are based on the chronological order (Tarigan, 1987:56), which the function is to amuse, entertain, and to deal with actual or various experience in different ways (Iwuk, 2007:80). Narrative text has many types, they are typically imaginary included fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables, moral tales, myths, legend, and historical stories but can be factual included autobiography and biography or the combination of both.

## **C.2 Generic Structures of Narrative Text**

Narrative text consist of three generic structures which are orientation, complication, and resolution as explain on the following:

### 1) Orientation

In this part, the author introduced who is involved, where the events took place, and when it happened.

### 2) Complication

In complication is tell that some sort of problems in the story developed. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

### 3) Resolution

In resolution is tell that the problems in the story is solved it may “happy ending” or “sad ending”.

## **C.3 Types of Narrative Text**

According to Risdianto (2012:130), there are many different types of narrative text, those are:

### 1. Humor

A humorous narrative is one of that aims to make listener or reader laugh as part of telling story.



## 2. Mystery/Horror

This type contain about identify, investigate, secret, and surveillance.

## 3. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

## 4. Fantasy

May simply be a basic chronological narrative set in fantasy world but some fantasy narratives extend the 'fantastic' element to the structure as well.

## 5. Science Fiction

Science fiction narratives that the setting involving science and technology which it is based upon some imagined development of science.

## 6. Folktales

Folktale usually feature ordinary and hardworking folks who use their wits and smart to get them out of difficult situation.

## 7. Diary novels

This type has the text presented like a diary entries.

## 8. Adventure

This type includes struggle, dangerous, survived, heroic, and treacherous events and the characters has to solve.

#### 9. Fables

Fables is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings

#### 10. Myths

Myths focus on stories that try to explain something about certain of the origin of people, place, and things or phenomena either in nature.

#### 11. Legend

It is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short traditional and historical narrative performed in a conventional mode.

#### 12. Fairytale

Fairytale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantment.

#### 13. Personal Experiences

It is account of significant events in the life of the narrator or the community.

### **C.4 The Language Features of Narrative Text**

There are language features which can be found in narrative text as on the following characteristics (L. Spancer: 2005):

- 1) Using action verb that provided interest to writing. Example:  
she laughed try she cackled.
- 2) Written in first person (I and we) and in third person (he, she, and they).
- 3) Using past tense to write a narrative text.
- 4) Using nouns to name of people, animal and other such as the  
King and the Queen.
- 5) Using adjectives in forming of noun phrases form such as long  
black hair and two red apples.
- 6) Using time connectives and conjunctions such as then, before,  
after, and soon.
- 7) Using adverbs and adverbial phrases to show the event location  
such as here, in the mountain, and at my house.

#### **D. Teaching Reading**

By learning narrative text, the students can get comprehensive understanding about the definition, types, the purposes, generic structures, and language features of narrative text.

Teaching is an activity to show or help students to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge (Brown, 2000:7). Therefore, “Teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge”. Teaching reading itself is a complex process involving decoding skills, fluency and

reading comprehension (Hibbard and Elizabeth, 2013:8). In here the teacher is the subject in doing those because, the teacher has the obligation to help their students to get or acquire the second language and development their students' progress in learning. Harmer's argue (2007:23) that, teaching reading is not easy job, but it is a necessary one, and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and successful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

It can be concluded that teaching reading is the activities to help students to get, understand or acquiring knowledge and as a teacher should give opportunities to the students to reach their purposes. In the classroom, the teachers' job not only explain or presents new material but has other job that is to promote these learning process by the use of an appropriate teaching technique. The teachers' responsibilities in helping learners or students to achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading because, each learners will have different strength to build on and different weakness to overcome.

## D.1 Teaching Reading Comprehension

In teaching reading comprehension needs some strategies to help students comprehend the reading texts. There are ten strategies can be applied in teaching reading comprehension (Brown, 2000:306-309):

- a. Identifying the purpose in reading.

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information where the reader know what information they want to know in reading the texts.

- b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

At the beginning levels of learning English, one of the difficulties that students encounter in reading is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent “e” such as (late, time, bite, etc.).

- c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to

pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

- d. Skimming the text for the main ideas.

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives the readers advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

- e. Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

- f. Using semantic mapping or clustering.

Readers can resume the long string of ideas or events by grouping the important key of the word that get from reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g. Guessing when you are not certain

Guess are an extremely broad category. Learners can use guessing to their advantages to:

- 1) Guess the meaning of a word.
- 2) Guess grammatical relationship (e.g., a pronoun reference).
- 3) Guess a discourse relationship.
- 4) Infer implied meaning (“between the lines”).
- 5) Guess about a cultural reference, and
- 6) Guess content messages.

Those strategies can be used for the English teacher to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers, because it help the students in all the other subjects and in the personal and professional lives on their future.

**E. The Importance of Teaching Reading Comprehension in Junior High School.**

In teaching of reading for senior high school, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that they can discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be

able to interact well with the texts itself. So, the teaching of reading for junior high school here is not a simple matter but teacher has obligation to be able to create a lot of activities which it can develop the students' motivation in reading.

The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading for junior high school in more interactive way has positive effects on the students' reading comprehension. By applying the right principle in reading class, it is believed that students will have high enthusiasm in joining the lesson. The six principles in teaching reading (Harmer, 1998:70-71), those are:

- a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity when students read a text, they should do other activity not just read the text. It means that the teacher does not only ask the students to read the text, but also has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

- b. The teacher has to make the students enjoy reading the passage

The students' interest is important in reading process. When they are not interested or enjoy reading, they will not get information or everything from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. But, it is different



when they are interested in what they are reading, they will get more benefits, knowledge and new information from the text they are reading.

- c. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

Understanding language is also a part of comprehending a text, but it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text.

- d. Teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text first, because sometimes it gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination.

- e. The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teachers are expected to choose good and suitable reading tasks which can be interactive for the students.

- f. Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language and gives additional tasks to the students.

It can be concluded that as a good teacher should integrate the reading activities into interesting lesson, using appropriate topic for discussion and further tasks, using the good language for study and then activation and using a range of activities to bring the text to life.

#### **F. Technique of Teaching Reading Comprehension**

In teaching reading comprehension is needed appropriate technique. Technique in teaching and learning is one of the main factors that determines the success of a teaching and learning process and also one of the determiner factors of the purposes of study achievement. So, it is reasonable enough to think that the appropriate technique selection in teaching is considerably important. The teacher should creative to make their teaching and learning process more active, interest, enjoyable, and make the students easy to understand about the materials. SQ4R strategy is one of the alternatives among various language teaching techniques. SQ4R strategy is one of the

cooperative learning method that consist of three or more students interacting face to face with or without and assigned leader in such a way that each students influences, and is influenced by another students in group (Barker : 1999).

A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students fell excited and more interested in learning and the use of SQ4R stratrgy in teaching reading comprehension is a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning and provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges (Brown, 2000:178). Furthermore, Johnson (1995) suggest: "Students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups".

"Most of the teaching learning process lately focuses on the teacher (teacher-centered), whereas this type of teaching and learning process is proven less effective. Therefore, it is hoped that by using the SQ4R stratgy, the process of teaching and learning will be better and the target of learning is able to be achieved. The using of SQ4R in teaching, especially reading comprehension, will enable the students to get the meaning of passage by getting information from his friends and teacher. The students can share the difficulties the reading text to each other and provide themselves with the

knowledge. According to Barker (1999), the members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and 'lost'.

It can be concluded that, SQ4R is one of the cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal. By using this strategy can make the students are comprehend the text easily, more confidence to talk in giving opinion about a problem, together to solve and to get good answer of the question. Moreover, it gives opportunity to the students to discuss in giving and answering the question based on the topic.

In addition, Toohey, Sue and Sophie (2009:1-2) stated that there are some benefits of learning in SQ4R include:

- a. Allowing students to discover and engage with a range of perspectives, ideas, and backgrounds.
- b. Giving students the opportunity for more active involvement.
- c. Helping students to clarify their attitudes to and ideas about the subject matter, as to test their own ideas and attitudes against those of others.
- d. Helping students to develop a sense of academic rig out and a willingness to share ideas.

- e. Giving opportunities for students to receive more immediate feedback on their learning.
- f. Encouraging students towards self-directed and independent learning.
- g. Giving more opportunities for peer learning and sharing responsibility for learning.
- h. Giving opportunities for students to more easily gain awareness of their emotional reactions.
- i. Giving opportunities for students to learn and develop cooperative behavior including critical thinking and the process of group problem solving.
- j. More easily establishing the relationship between teacher and student.
- k. Giving more opportunity for the students to develop skills in communication (listening, responding, interacting) and interpersonal relations.

### **G. Strategy SQ4R**

In teaching reading comprehension, the researcher use “SQ4R Strategy” as a strategy to help the students to comprehend the text.

The SQ4R strategy is a successful strategy of remembering, retraining, and thoroughly learning material for a quiz, test, or for simply understanding a body of information. Learning this specific method will get students into the habit of practicing intense and effective studying. Teaching is an interactive

process between the teacher and students themselves. The SQ4R strategy can apply in this situation in certain level of comprehension.

Using SQ4R strategy, the students followed the steps, the first step was *survey*, the students skimmed for an over view of content and purpose, checked the meaning of key terms. It is about five to seven minutes. Next, *question*. The students asked to make question using WH questions. *Read*, the teacher asked the students two answer the question raised, scanned for specific information and made notes. *Recite*, restated main idea and a key concept in their own words. *Review*, the students reviewed objectives for reading and question posed earlier. Last, *Reflect* . The students made connections with what they already known about the text and how they use the information.

Robinson (1970:78) proposed the SQ4R method stand for survey, question, read, recode, recite, and review. This method is a way to get students to more actively processing textbook material. SQ4R provides students with a systematic approach to study the type of reading and promote more efficient learning of assigned reading material. Although it is more active than simply reading, the steps of SQ4R are primarily those of memorization.

Forsyth, Woording, and Frotyh (1994) cited in G.A Forsyth AND Karen L Hartlep stated the effectiveness of SQ4R training and reported that using the SQ4R strategy enhanced retention of developmental psychology textbook material by collage students, because earlier research stressed the importance of self-referencing over more rote memory strategies, the finding of G.A.

Forsyth et al. Of enhanced recall of text material of students who used the SQ4R strategy may have been due to the addition of the reflected component alone. Thus, self-referencing alone may produce similar result to the more elaborate SQ4R strategy.

## **H. Learning Style**

Dealing with the teaching and learning. Long and Richards (1987:73) said that the strategy is one of the important components in education and instruction. It means that the strategy used by the teachers may influence the result of reasoning and determine the success or failure of the process of teaching and learning activities.

Many expert purpose learning style classification, such as Witkin & Goodenough, 1981 (field dependence/independence), Kane 1984 (left and right brain), Gregorc 1982 (sequential and random), De Porter, Reardon & Singer Nourie 199; Lightbown & Spada. 1991 (visual, auditory, and Kinesthetic). Hari Sukrawan (2012) found that the reciprocal strategy can improve students' reading comprehension significantly. Although the two groups of students were dominant in auditory and kinesthetic learning style was not a significant difference in achievement.

The meaning of learning styles as the ways in which an individual characteristically acquires retains and retrieves information (Felder and Henriques 1995). Learners acquire certain information by using auditory,

visual and kinesthetic way, so we can call it auditory learning style, visual learning style, and kinesthetic learning style.

According Chislett and Champman (2005) The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (there is no right or wrong learning style)

#### 1. Visual Learning Style

Someone with a *visual* learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flipchart, etc. These people will use phrases such as “show me” , “let’s have a look at that” and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions. Students with visual learning styles will be very difficult if directed or taught verbally and easily disturbed by small disturbances.

#### 2. Auditory Learning Style

Someone with an *auditory* learning style has a preference for the transfer of information through listening: to the spoken word of self or others, of sounds and noises. These people will use phrases such as “tell me” , “let’s talk it over” and will be best able to perform a new task after listening to instructions from an expert. These are the



people who are happy being given spoken instructions over the phone, and can remember all the words to songs they hear.

Some students with this auditory learning style, read slowly and have problems when writing instructions and find it difficult to remain silent for a certain amount of time.

### 3. Kinesthetic Learning Style

Someone with a *kinaesthetic* learning style has a preference for physical experience – touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as “Let me try”, “how do you feel?” and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first.

Students with Kinesthetic learning styles, receive information by doing physical activities, especially those related to the information learned. They learn well when doing: holding physical objects, and moving / walking around them. They like outdoor activities.

They are difficult to sit still for a long time and are difficult to read and spell. Students with learning styles often receive unpleasant treatment. They are often referred to as "difficult / naughty" children simply because they cannot be quiet. In fact, not a few parents think of this kinesthetic child with hyperactive children (ADHD - Attention Deficit Hyperactivity Disorder).

## **I. VAK Learning Style to Reading Skill.**

There are several VAK learning styles to students use in learning reading skills.

### **I. 1 Visual to Reading Skill**

- a. The students are able to perform a new task after reading instruction, watching someone else does it first and studying charts, drawing or other graphic information.
- b. Set the learning area so that it has as little interference as possible. Students of this type will be very difficult to learn or digest the information they read and write when there is interference.
- c. You need to make questions with multiple choices or short entries. Because they think through reading, and prefer to be asked to choose or fill rather than answer case studies in essay form.

### **I. 2 Auditory to Reading Skill**

- a. They read aloud and may move their lips. The auditory learners learn through what they have heard. They are like to hear sounds of the word to learn. Music, intonation, dialogue and voice play assist them to gain success in learning. They do better to talk to a colleague or tape recording and hearing what was said.

- b. Let them remember information by repeating their voices aloud: they often remember their voices more often when reading than having to read from a book without sound.
- c. The teacher must read aloud when reading out the questions or explain the lesson to the child.
- d. It's good to have a personal voice recorder that can be used by children to record notes or lessons.

### **I .3 Kinesthetic to Reading Skill**

- a. Teach the concept of education through assignments and games. The task might be to read a book, research, or experimental games, so that they can learn casually, actively and observe directly. Akah is far more effective than learning by being explained continuously.
- b. Provide learning tools that resemble illustrated stories or drawings involving stories that will be read by children, so that children are interested and easy to understand.

### **J. Previous Studies**

Many previous studies that is relevant to this research. effort in finding impact of reading comprehension with different strategy and with strategy SQ4R has been conducted through various methodologies, different schools, different educational level and materials.

A true experiment was conducted by Kinanthi (2013) in decriptive text with title "*The Effectiveness of SQ4R Strategy to Increase Reading Comprehension Achievement*". Kinanthi showed that the SQ4R is effective in learning reading skills. The effectiveness can be seen from the increase in the average score experimental class students. By using SQ4R, the learners become more active in the classroom atmosphere becomes more lively and active. They can freely express their opinions, ask, and comment on the material covered at the time.

An experimental was conducted by Yusri (2003) in in hortatory expositions with title "*The Effectiveness of SQ4R strategy in Improving Students' Reading Comprehension Achievement*." Yusri reported that guide-reading procedures are necessary for students reading comprehension. From his research the experimental group students' post-test score was 6.533 while in the control group was 5.2667, it means that the scores obtained by students in an experimental group were better than the control group. It can be conculded that using guided reading procedure is more effective than the conventional method.

In other addition experiment was conducted by Harsiadi (2010) in decriptive text with title "*The Influence of SQ4R Method toward the Students' Reading Comprehension across Learning Styles at the Eleventh Grade Students of Madrasah Aliyah YPMP Palembang*". Harsiadi there was a significant difference of reading comprehension achievement between the students who were taught using SQ4R and the students who were not taught

using SQ4R to across learning styles at MA YPMP Palembang. The students who were taught using SQ4R strategy got the best achievement learning reading comprehension.

In other addition experiment was conducted by Agustin (2017) in descriptive text with title "*The Effectiveness of SQ4R Strategy on Students' Reading Comprehension across Learning Styles at the Twelve Grade Students of Simpangteritip*". Agustin there was a significance students reading comprehension of narrative text across learning styles second year in SMPN 1 Simpangtritip. By using SQ4R strategy effective to reading comprehension with different learning styles and the students got the best achievement learning reading comprehension with learning styles.

In under level school by Refildha (2012) in decriptive text with title "*The Effectiveness of SQ4R Strategy to Students Reading Comprehension of Study Recount Text at Junior High School and Senior High School Level.*" Refildha concluded that the significant students reading comprehension of recount text taught through SQ4R strategy at the second year of SMPN 5 Bandar Lampung before and after being taught through SQ4R strategy. By implementing the SQ4R strategy, the students become more active to learn recount text. Since SQ4R strategy gives them a chance to be actively reading and involved with the text they enjoy the class during the teaching learning process. From the research above, SQ4R strategy effective to be taught at Junior High School and Senior High School level.