

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher provides the information including reviewing of relevant theories for research's references on this study. By giving the review, it is expected to serve background information that can support the study and it can be used as guideline to conduct research for the researcher. This chapter consists of four parts. Those are reading, genres of the text, SQ4R strategy, and previous study.

A. Reading

1. Concept of Reading

There are several definitions of reading each of which has the same meaning but different term. One of definition is said as comprehension, interaction of symbols, decoding, mental process or interactive process. Tanskersley (2003: 92) defines that reading is interactive process including decoding words and deriving meaning. For example, the readers usually read a lot of text but they lose the meaning. It means that they do not capable in decoding words. Finally, they lose connection with the meaning.

According to Brown (2004: 185), reading is the ability which the students should have, particularly in foreign language learning. Based on the Brown opinion, it is evident that reading is one of important skill or the key to get new knowledge but it is acceptable for several learners that have disabilities

particularly blind learners. Although they cannot read, some of them can read by touching Braille to get knowledge.

Another opinion comes from Nuttal (2002: 2) who is argued that reading is understanding the meaning on which the readers do the process of building the aims of the writer's meaning based on the text. The main of the reading is actually for getting information of the text then continually by relating the readers' knowledge which is called by comprehension.

The same opinion with Nuttal about reading is from Braunger and Lewis (1998). According to Braunger and Lewis (1998: 29), reading is the process including active, cognitive and affective process in constructing meaning of a text. In other words, the important process of reading is the readers build their own understanding actively in order to catch the main point from the author's message until they can find the information from the text.

People learn to read for getting information. Richards and Reynanda (2002: 300) give the advantage of reading which offers the reader in increasing knowledge about the world and a place in ongoing, then it will indirectly influence to strengthen their grip in efficacious tool in reading. Eskey (1986: 21) states that "Reading... must be developed, and can only be developed, by means of extensive and continual practice. People learned to read, and to read better, by reading."

Besides the definition of reading, there are two ways in processing reading that should be known. They are bottom-up and top-down processes. Bottom-up is the process in reading the smallest unit of language such as letters, words, phrases, etc. Meanwhile the top down is the process in reading

when the reader tries to compare between the text and the reader's knowledge about the text. In the other words, the reader may already have knowledge before going to read the detail information from the text.

Scott (2010:49) argues that there are two aspects involved in reading activity. Those are mechanical aspect and comprehension aspect. The mechanical aspect includes letter recognition; linguistics comprehension including phoneme, word, phrase, clause and sentence; distinguishing the relation of spelling pattern with sound and of course reading speed in slow level. Furthermore, comprehension covers lexical, grammatical, understanding the significance of meaning, evaluation and flexibility of reading speed.

2. Types of Reading

There are four types of reading. They are perceptive, selective, interactive and extensive. Each of type is used for certain purposes based on its goal (Brown, 2004: 189). The explanation is as follows:

a. Perceptive

Reading involves the components started from letters, words, punctuations, and other symbols. It usually uses bottom up process in the activity. The assessments that can be used are reading aloud, written response, multiple choices, and picture cued item.

b. Selective

According to Brown (2004: 194), selective reading focuses in certain aspects such as lexical, grammatical, and few discourse features. Those

aspects are actually used in all four skills including reading, listening, writing and speaking. Assessment that can be used are multiple choice, matching task, editing tasks, picture cued tasks and gap filling task.

c. Interactive

The reader brings to the text a set of schemata for understanding with the text are little longer (Brown 2004: 201). Top down are usually used, besides in bottom up is necessary used. Assessment that can be used are cloze tasks, impromptu reading comprehension, short answer tasks, editing for longer texts, scanning, ordering and information transfer like reading charts, maps, grasps, diagrams.

d. Extensive

Brown (2004: 212) states that extensive reading involves the meaning by using bottom up strategy in longer text. The same opinion from Carel and Carson (in Richards and Reynanda 2002 : 295) who argue that extensive reading is reading which need understanding that only focuses on how the meaning of text is than on the language with the large quantities of material. Day and Bamford, Krashen and Nation (in Richards and Reynanda 2002:298) say that generally, the benefits of extensive reading should be considered by the readers because it offers a good thing such as improving the reader's vocabulary, grammar, text structure, increasing the knowledge of the words, improving reading skill, greater enjoyment of reading, more positive attitude towards reading and the readers have higher possibility of developing a reading habit. Meanwhile, the assessments that can be used are skimming task, summarizing and responding and note tasking and outlining

The types of reading can be illustrated as the table below: (Brown, 2004: 190)

	Length			Focus		Process	
	Short	Medium	Long	Form	Meaning	Bottom-Up	Top-Down
Perceptive	••			••		••	
Selective	•	•		••	•	•	•
Interactive		••		•	••	•	••
Extensive			••		••		••

Meanwhile, the different opinion stated from Andrew Wright (1999: 195) which say the skill of reading are skimming, scanning, intensive reading and extensive reading. Each of type is used for certain purposes based on its goal. For the explanation will be explained as follows:

a. Skimming

Skimming is the process of rapid coverage matter to determine the main idea. This type of reading enables to select which content that the readers want to read at a glance. In other words, the readers do not need to read all the text in detail to find out the purpose why they read the text.

b. Scanning

Scanning is a strategy used by readers to find relevant information from a text. This way helps the reader to find the specific information without reading all the words from the text. For example reading ranking in the result of final examination. The person that do scanning will automatically try to find the information that she/he wants.

c. Intensive reading

In intensive reading, absorbing information from the author is the main activity with spending time in analyzing the text. Richards and Reynanda (2002: 296) offer the purpose of intensive reading is to get the meaning of the text in order to improve the reader's vocabulary and catching the main idea from the text. For example, reading instruction of dosage for medicine.

d. Extensive reading

Extensive reading is used if there is the whole text that the reader should read and understand the components, parts and the meaning. For example reading novel, reading article from newspaper, etc.

3. Reading Comprehension

Comprehension means process of understanding by constructing meaning by using cues and prior knowledge to infer the meaning. In reading, the activity is asking question about text. Snow (2002: 11) argues that reading comprehension is the process extracting and constructing meaning through interaction and involvement with written language. It is also the process of understand the author's writing. It starts with the eyes processed into brain or process of transforming information from writer to the reader. From reading people can understand main source from written language.

According to Painscar as cited in Brown (1992: 5), there are six strategies for effective reading comprehension. First, clarifying purpose of reading to

determine the appropriate approach to the task. Second, activating background knowledge. Third, Focusing attention on major content. Fourth, evaluating content critically for internal consistency and compatibility with prior knowledge. Fifth, using monitoring activities such as self-questioning and paraphrasing. The last is drawing inferences, such as predictions, interpretations, and testing.

In conclusion, having strategies for effective reading comprehension ability is important. Besides, by having knowledge can help the readers to understand the text. So, the reader can use top-down process to catch the meaning of text. Hence the readers should use critical thinking while reading in order to have long term memory.

4. Teaching Reading

Brown (2000: 7) states that teaching is the process that someone transforms information to someone else by giving direction which makes the learners understand about knowledge that they get. Based on the definition, there will be two kinds of activities such as accepting the knowledge. Moreover, teaching and learning are such kind of activities which can not be separated each other. Teaching and learning are the one of relation which is decided the successfulness of the subject matter to be learned.

Language teaching is not easy particularly in second language or foreign language. Teaching especially in high school is challenge (Sejnost and Thiese, 2010: 1). It is proven that the quickness process of teaching and learning is not the guarantee for the successfulness of the learning process. There are many aspects that should be considered by the teacher, such as the level of education of the

learner, strategy and technique used, and material or subject which would be taught etc.

Nuttal (2000: 3) suggests that the students should know the aim of what they read clearly before they do reading activity. It is important because while reading, students are influenced by the purpose of reading. Then, the teacher's role is guiding the students to set the purpose of reading before teaching and learning activity.

Nunan (2003: 74-78) contends eight principles for teaching reading. Those are:

a. Exploit the reader's background knowledge

Before the reading activity is started, it is better to the teacher for asking the students' opinion of the text. For example, what the text tells about and asking students to make prediction about the text. The purpose is to stimulate the students to recall their background knowledge about the text. It can be done by setting purpose of reading, asking questions about the text and making predictions from text can encourage the students' knowledge and it is good for reading activity (Nunan, 2003: 3).

b. Build a strong vocabulary base

Giving vocabulary in pre reading activity can enhance the students' reading comprehension (McNeil, 1992: 125). Meanwhile, in the end of reading comprehension the main point is not how students understand the meaning of every single word, but it is prefer to how students understand the text is.

c. Teach for comprehension

According to Nunan (2003:68), reading is a fluent process of readers in combining information from a text and their own background knowledge to find the meaning. In this case, the meaning which identify main idea from text is more important than the teacher teach to retrieve information from the text.

d. Work on increasing reading rate

Each of reader finds the difficulty in reading activity such as in analyzing text or even in comprehending text. This problem should be solved by the teacher in order to make students are better in reading comprehension.teacher should motivate students to read more. Additionally, reading can be used as a habit.

e. Teach reading strategies

In deciding teaching strategy is important because the result called by purpose of reading need certain strategy. For example the students want to find the location of one of beach, so they do not need to read whole of the text. They just need to do scanning instead to find the information from the text.

f. Transform strategies into skills

In reading activity, the teacher will implement the certain strategy to support the activity. If this strategy is done continually, the students will use the strategy unconsciously whether in context of teaching and learning in the classroom or outside of the classroom.

g. Build assessment and evaluation into the teaching

The assessment should be included in each of teaching activity, because the successful of teaching can be measured by making assessment. From the result of assessment that have done by students, the teacher know how understand the students from the teaching and learning proces is (Krisdiana, 2014: 21).

h. Strive for continuous improvement as a reading teacher

Teacher should facilitate and help students in discovering what the best method or strategy for their reading activity (Nunan, 2003: 77). In the end of teaching and learning activity, both teachers and the students can decide the better selection to improve their reading comprehension ability used continually.

In teaching, teacher is an actors who play one of the main point as the resource of the activity (Harmer, 2007: 107). There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/while reading activities, and post-test reading activities (Cahyono, 2011:68). Meanwhile, based on Halley and Austin (2004:172), there are three kinds of reading activities. They are before reading, while reading, and after reading activities

a. Before reading

In pre activity students are asked question related background knowledge of material. It can be a motivate stage where the teacher can motivate students before learning to the next stage during reading activity.

b. While reading

Next stage is during reading where students do reading activity with a certain method or strategy.

c. After reading

Post reading is the stage where the teacher can enhance the students' understanding by certain method or strategy.

In teaching reading, making reading activity enjoyable is a must, because the key of successfulness in teaching reading is the reading activity can be accepted by the students. That is why if students are enjoy, they automatically can accept all the activity in reading. Besides, make the enjoyable activity in reading is not easy particularly in high school which have limit concentration.

B. Text Types

Each of text type has a certain characteristic which makes it different among the texts, including the purpose of the text, the structure and grammatical features. According to Cavagh (1996: 4), text type can be classified into two categories, literary text and factual text. Literary text is commonly interpret about the reader's experience, imagination and emotion from the reader to listener. The texts include narrative, literary recount, observation, literary description, personal response, and review. Furthermore, factual text is text which inform about issues or ideas that usually persuade the readers. The texts are factual description, information report, procedure, procedural recount, factual recount, explanation, exposition, and discussion.

Several text types are explained as follows:

a. Narrative text

A narrative text is the text aimed to entertain the reader about the experience or imagination which uses simple past tense (Cavagh, 1996: 6). The generic structure of the text is orientation, complication, resolution and coda if necessary. For example fairy tales, myths, legends, fables, mystery, etc.

b. Recount text

A recount text is the text that tells or retells what happened which uses simple past tense (Cavagh, 1996: 6). The generic structure of the text is orientation, series of events, personal comments and reorientation.

c. Description

The text is aimed to describe natural phenomenon by using noun, adjective, and metaphors. According to Cavagh (1996: 6), the structure of this text is introduction, characteristics features, and conclusion if it is needed.

d. Response

The text is aimed to summarize and respond personally to an artistic work (Cavagh, 1996: 6). The generic structure of the text is context of artistic work, description of artistic work, and judgment. The text uses simple present tense and usually uses persuasive language.

e. Information Report

The text is aimed to classify or describe general classes of phenomena. Besides, the structure of this text is general statement or classification and description.

f. Procedure

The procedure text is a text which is aimed to achieve a goal, materials needed and steps. This text identically uses command words.

g. Explanation

The procedure text is a text aimed to explain how or why something happens in scientific and technical fields (Cavagh, 1996: 6). The structure of this text is phenomenon identification, explanation sequence, and concluding statement.

In this research, the researcher focuses on descriptive text which is same with the explanation about Description text earlier. Description text is in the form of written text and spoken text (Bima & Arini, 2016: 64). According to Folse (2010: 135), descriptive text is aimed to describe how place, or thing and person's looks. Otherwise, the generic structure of descriptive text is identification which identifies the phenomenon to be described and description of features.

There are several language features of descriptive text, such as using particular nouns, using noun groups to provide information about the subject, using variety of types of adjectives, using verbs to provide information about the subject, using think and feel to express the writer's personal view, using action verbs to describe the subject's behavior, using of adverbials to provide more

information about this behavior, and using similes, metaphors and other types of figurative language, particularly in literary descriptions.

There are three kinds of descriptive text usually used. They are description of people, description of places and description of things. Meanwhile, adjective used in descriptive text is to give more information about the subject (Folse, 2010: 143).

The example of short descriptive text about Tanjung Puting National Park:

Tanjung Puting National Park	Title
<p>One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?</p>	Identification
<p>To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.</p> <p>To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.</p> <p>The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.</p>	Description

(Reference: Bahasa Inggris edisi revisi 2006 untuk SMA/MA/SMK Kelas X)

C. SQ4R (Survey, Question, Read, Recite, Reflect, and Review)

SQ4R is one of method used to get information by understanding deeply in improving reading skill. It is an old method and complement from previous method called SQ3R (Survey, Question, Read, Recite and Review) found by Robinson (1941) for US military. In the past, this method used for army in world war II to learn a certain information with short time. Then, SQ3R becomes SQ4R by adding the step called Reflect before the last step called Review. This method is different than the other method because there is reflective process. According to Coon and Mitterer (2013: 2), doing reflective process can enhance students' understanding through self-reference which the students relate what they have reading to the information that already know well and critical thinking which the student doing summarize, compare, analyze, critique and synthesize.

Basar & Gurbuz (2017: 133) state that SQ4R aimed to develop students' cognitive by reading comprehension, full of concentration, and practice students' ability to improve their skill in guessing and think critically. The method can be used individually or even group study for any subjects. In other words, the method can be applied not only in individual learning but also in the class with the instruction for each steps. The steps are Survey, Question, Read, Recite, Record, and Review. Although it will be time consuming at first, students are avoided to choose only several steps if they have mastered. To sum up, this method will only take a few minutes if the students have already made it as a habit.

The steps of SQ4R method will be explained as follows:

a. S stands for Survey

According to Coon and Mitterer (2013: 2), students are going to do skimming in this step. If the students read a lot of chapter of the textbook, students should skim through the heading, sub heading, summaries, examine bold word, italic word, the picture or another visual aids. Meanwhile, if the students only focus on a text, they will skim over the title or heading, main ideas, or examine the picture if it is found. The purpose of this step is to get general idea. Additionally, Brown (1992: 9) states that student should have sense of the level reading difficulty, reading problem that encountere and the amount of information that must be learned by the reader.

b. Q stands for Question

In this step, students develop questions that they can answer when they are reading the text (Coon and Mitterer, 2013: 2). Students can write WH question of what, why, who, when, where from heading, sub heading or title and main idea that they get from the previous step. Based on Brown (1992: 11-12), students engage self-questioning in this step. The purpose of the questions is to establish a basic for more understanding text or material before students read a whole of the text. In this step, students make questions with the expectation that they will find the answers in the following steps.

c. R stands for Read

Coon and Mitterer (2013: 2) argues that in this step, students read the text with keeping questions in mind to seek answers to questions.

They can mark the additional information if it is needed but they cannot take a note while reading (Basar & Gurbuz, 2017: 133). In this steps, the students only reads the text carefully.

d. R stands for Recite

In this step students check their understanding by trying to answer the questions using their own words. In the step of recite, students can summarize the text in a brief notes if it is needed (Coon and Mitterer, 2013: 3). It also called by correction step where the students can recall their memory and correct the answers by looking back and reread the text if they cannot find the answer. According to Brown (1992: 12), summarizing information after reading is method of self-testing in which students recall and memorize how much information is understood.

e. R stands for Reflect

Coon and Mitterer (2013: 3) state that in this step can be called as record or reflect. This step is an important step where the students do self-reference and critical thinking. Besides, Carter (in Basar & Gurbuz, 2017: 133) argues the students think about and evaluate the information acquired from reading and to find a relation to the reader's available knowledge. They can make a correlation between their notes and their life in order to help them easily in memorizing the answer that they have made in the previous steps. For example, the student's note is about carnivore so the students could try to make relation between carnivore and her cat.

f. R stands for Review

Based on Carter (in Basar & Gurbuz (2017: 133) in the the last step, the reader takes place in the repetition and recital process in order to learn. Students look over their note or even reread the text, but students have better use their note rather than the text to refresh their memory. Coon and Mitterer (2013: 3) state that students check their memory by reciting or quizzing. Quiz can be provided by themselves or their teacher. In addition, its goal of this step is to make students learn in reciprocal process.

According to Brown (1992: 12), the disadvantage of this method is in the third step of which the students answer the questions while reading, then in answering the questions students copy the answer from the text, rather than taking note using their own words. It decreases students' in comprehension the text, and limit the students' creative thinking. Another disadvantage is time consuming at first, because it consists of six steps that should be explained to students and teacher gives instruction before students practice the method independently.

Nevertheless, there are advantages of SQ4R method. First is encourage active reading because students seek information from a text by asking questions, answering the question using their own words and making connections with previously read material. Second is increasing students' understanding of the text by doing self-reference and critical thinking. The last is increasing retention of written text.

D. Previous Studies

The research about SQ4R had already been done earlier. The first previous research was written by Murat Basar and Mehmet Gurbuz on 2017 entitled “Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students”. They used quasi experimental design which there was control group and experimental group with no randomization or nonrandomized control group, pretest-posttest design. The researchers used t test to see significant difference before and after using SQ4R in reading comprehension test and using Kruskal Walls Test to see monthly amount of pages read by the students. The result proved that SQ4R was effective, because there was significant difference in students reading comprehension before and after using SQ4R.

Second study entitled “The Effect of SQ4R Technique toward Reading Comprehension at 2nd Years English Students in the University of Pasir Pangaraian” was almost the same with the first study. This study used quasi experimental research nonrandomized control group, pretest-posttest design. The researcher was Evi Kasyulita. In this study, the research analyzed test by using normality and homogeneity with a formula T test. The mean score was 15.9667 in experimental group and 11.6667 in control group with the significant value 0.000 less than 0.05. Therefore, there was effect of reading comprehension ability before and after being taught using SQ4R. The researcher identified that the effect was students’ motivation was increase.

The third study entitle “Pengaruh Model pembelajaran SQ4R terhadap keterampilan membaca dalam pembelajaran Bahasa Indonesia siswa kelas V SD Gugus I Denpasar Selatan” was research that was conducted by Ni L. A Suardani¹, Kt. Ardana, and Kt. Adnyana Putra from Ganesha University. The researchers used quasi experimental design exactly in nonequivalent control group design in fifth graders of all elementary schools in South Denpasar. They tried to find whether there was effect of teaching using SQ4R in reading comprehension by using experimental research exactly in quasi design. For the result, can be concluded that SQ4R was effective for teaching reading comprehension.

Based on the three previous studies above, the researcher conducted a research in teaching reading comprehension by using SQ4R. It was similar to the previous studies but it had some differences. The first previous study written by Murat Basar and Mehmet Gurbuz used quasi experimental design without using randomization in experimental group and control group. they were not only comparing students’ scores before and after being taught by using SQ4R but also comparing monthly amount of pages book that have been read by student before and after being taught by using SQ4R. Then, the subject of the study was fourth graders of elementary school .The second study was from Evi Kasyulita, the subject of the study was the second years English department students in university. The third study was from Ni L. A Suardani¹, Kt. Ardana, and Kt. Adnyana Putra used quasi experimental design exactly in nonequivalent control group design in fifth grades of all elementary school in south Denpasar. Meanwhile, in this research, the researcher used tenth graders in vocation school,

exactly in SMKN 1 Bandung as the subject and used quasi experimental design exactly in nonrandomized control group, pretest-posttest design. For analyzing data, the researcher used z test. Furthermore, the three previous studies used t test for the analyzing the data.