CHAPTER II
LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is one of the four language skills besides listening, speaking, and writing. Reading is a developmental, interactive, and global process involving learned skills. Reading does not mean just looking at word but also more than an interaction between reader and a text.

According to Tarigan (2008: 7), reading is a process carried out and used by a reader to acquire message that is conveyed by a writer through words or symbols, and the meaning of the words could be soon known by a reader, so the reading can be carried out well. Other sources explain about reading, one of them is Anderson in Ueta (2005: 2) who states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not belong to the printed page, nor is it only in the reader. Reading is an active process, and it needs certain strategy according to the aims of reading.

Reading is result of interaction between the perception of graphic symbols that represent language and reader’s language skills, cognitive skills, and the knowledge of the world.

Besides, reading is a process of getting the message and solving the problem from the text and finally we get the main point of the author’s
message. It is quite clear that in reading we do only observe the text, but we have to know the author message.

From the definitions above, it can be concluded that reading is a process of conveying and acquiring a message graphically from writers to readers that involves the ability of readers in getting meaning from the message which is conveyed by the writer through the words or symbol to be understood and interpreted.

2. Importance of Reading

Reading is very important in a study a society because there are many books, references and instruction etc. which are written in English. The students who have lack of reading comprehension would have difficulty to understand book and all references that are written in English.

Reading is very important for life. Through reading, people can explore the world, countries that have never been visited before. For the students who study English, reading is one of the important skills because the students will explore many information and knowledge from reading activity. Besides that, it can enrich the students’ vocabulary. (Ramelan, 1990: 1)

In short, reading is one of the important skills because the students would get more information, knowledge and give more vocabularies from reading.
3. The Purposes of Reading

Students who only depend in what their teacher gives in the class without having an effort to read, they will not pass in time and succeed in study. The more someone reads, the more knowledge someone has. Tarigan (2008: 9), states that reading has many purposes, especially for students, and they are:

a. Reading for detail of the fact

Students read to get detail information or know the invention that have been done by the writer or solve the problem of the writer.

b. Reading for main ideas

Students read the text to know “why are the topics good or interest, then the problems of the story and make summaries of the story.”

c. Reading for sequence or organization

Students read the text to know what is happening in each part the story in every episode, and solve the problems of the story.

d. Reading to classify

Students read the text to classify some information or action of the writer in the text paragraph.

e. Reading for inference

Students read in order to find out the conclusion from the action or ideas in the text.
f. Reading comparison or contrast

Students read to compare one each other information that having similarity with the readers or even contrast.

The writer concludes that the reading has a lot of purposes, if someone wants to know the contents of a text or story of they should read first. Through reading, the people are able to understand the information given in the text and able to explore their knowledge well. Besides that, the most important thing is they can memorize and recall the valuable information from the text in a long time period.

4. The Functions of Reading

Reading is one of skills to reach a successful study. Students only confine in what their teacher gives in the classroom, without having an effort to read many references, they will not pass in time and get success in study.

Harmer (1998: 68) states that reading has many functions, especially for students, and they are:

a. Reading provides good models for English writing. By reading, the writer is able to write because when they read the references. It means that they can explore their ideas in writing.

b. Reading provides opportunities to study language: vocabulary, grammar, punctuation. It is also gives the information about sentences, paragraph, and text that will be constructed. It means that
by reading, the readers and the writer will comprehend those aspects all.

To sum up the functions of reading, it is useful because it can explore our ideas and get the knowledge about grammar that is concluded in the text.

5. Types of Reading

According to Harmer (2007: 84), there are two types of reading. Those are:

a. Extensive Reading

In this type of reading, students are encouraged to read whatever they want to read. The purpose of extensive reading is to develop students’ word recognition and for their improvement as readers overall. The examples are reading report, reading journals, book reports, and projects.

b. Intensive Reading

Students are ordered to read what teacher asks. The purpose of intensive reading is develop specific skills such as reading for gist (or general understanding), which is often called skimming, reading for specific information (it is often called scanning), reading for detail comprehension or reading for inference (what is ‘behind’ the words) and attitude. The most common systems of questioning are multiple choice and free-response.
To have the types of reading as described above, this research will use intensive reading. Therefore the teacher will active the students’ activities in reading class, especially in comprehending the text through SQ3R technique.

6. Major Component of Reading

The most important thing that needs to be considered is the component of reading. We know that the component will support the success in comprehending reading material and contributing in important way to read. According to Leu (1987:30-38) there are six component of reading:

1. Decoding Knowledge: Refers to the knowledge the reader use the determining the oral equivalent of the written words.

2. Vocabulary Knowledge: The knowledge about word meaning used to determine the appropriate meaning for a word in a particular context.

3. Discourse Knowledge: It means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization of different types of writing.

4. Readiness Aspect: It traditionally refers to the students’ ability to read and understand a particular selection.

5. Effectiveness Aspect: In reading, the effectiveness includes both interest and attitude. It will increase motivation and facilitate reading.
6. Syntactic Knowledge: It means knowledge of word order rules that determine grammatical function and sometimes the meaning and pronunciation of word.

7. Problem of Reading

The students’ problem in reading mainly was they could not answer the questions based on the text. It was caused by their difficulty in comprehending the content of the text. Moreover, low motivation of the students and the lack of variation in learning reading comprehension make the students seem bored in reading class.

The other problems states by Tampubolon (1987: 63), there are some difficulties that caused the main problems related with the reading competence, such as:

a. Lack of sense in contextual punctuation.

b. Mistakes caused by real meaning.

c. Lack of sense to find out the real meaning.

B. The Principles of Teaching Reading

When we start to teach reading, we have to know the principles of teaching reading. The purpose is to make it easier when for students not to get stuck with our teaching. Harmer (1988: 70) states that there are six principles in teaching reading among others:

a. Reading is not passive skill.

In reading, the readers have to understand the word meaning and the arguments. If the readers do not do these things,
the readers only scratch the surface of the text and the readers quickly forget it. The readers have to actively involve brain when they read in order to get good understanding about the context of the text.

b. Students need to be engaged with what they are reading.

If students are not engaged with the reading text, they will not be interested in what they are doing.

c. Students will be encouraged to respond to the content of a reading text, not just to the language.

Students have to find out the content of the text, such as the way of the text uses language, the number of paragraph the text contains, and how many times the text uses relative clause. The message of the text must been given to the students’ authority to express their feeling about the topic of text.

d. Prediction is a major of reading.

Before the readers actually read, the readers must check the whole book such as picture, table, headlines, book cover, etc. The readers will get hints from them all. It will create prediction and guidance to read.

e. Match the task to the topic.

Teacher must make good reading tasks relating to the texts which the students are going to read. The most interesting text can be made really exciting with imaginative and challenging tasks.
f. Good teacher exploits reading text well.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks.

From the explanation about principles above it can said that reading must involve students as the main actors in reading. The good teacher has to make reading strategy to make students not get stuck in reading activity. Good strategy in teaching reading can make reading activity success.

C. Recount Text

1. Definition of Recount Text

Based on the explanation on study book “English for a Better Life” (Purwati and Agustien, 2005: 130), recount text is a text that tells about something, especially something you have experienced. It has purpose to inform or to entertain the readers. There is no complication among the participants and that differentiation from narrative text.

Actually, recount text is same as another text that has generic structure. In recount text, there are three generic structures:

a. Orientation

It is used to introduce the participants, place and time. In orientation, the readers know about who are the participants. They also can know about the place and time of the story.
b. Event

Describe the series of event that happened in the past. In short, this part tell about all the event of the story that happened by writer.

c. Re-orientation

It is optional. Start the personal comments of the writer to the story. In this part, the writer can put their comment about the story that they wrote. It can conclude that it is a conclusion of the story.

Recount text is divided into five language feature. There are:

a. Introducing personal participant.

b. Using chronological connection.

c. Using linking verb.

d. Using action verb.

e. Using simple past.

Example of recount text.

<table>
<thead>
<tr>
<th>Our Trip To The Blue Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
</tr>
<tr>
<td><strong>Events</strong></td>
</tr>
</tbody>
</table>
tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

| Re-orientation | In the afternoon we went home. That was very pleasant moment with my family that I ever got. |

D. Survey, Question, Read, Recite, Review or SQ3R Technique

1. Definition of Survey, Question, Read, Recite, Review or SQ3R

SQ3R or SQRRR is a reading comprehension method named for its five steps: survey, question, read, recite, and review. SQ3R is an active reading exercise that is designed to help students get a fuller understanding of students reading materials. According to Kristina Hedberg (in Scott 1994: 1), SQ3R is very useful when used orally during a shared nonfiction book experience because it helps children verbalize what they already know before reading and trying to understand new material. SQ3R is a reading strategy that can be used when students are expected to read and remember the content material.

The first step of SQ3R encourages students to survey the reading materials. By looking at heading and pictures, the students will be able to activate prior knowledge. The second step is students will write own questions formed from their minds. The third step is reading who are students tried to find out the answer of their questions. And the fourth step of the process where students attempt to recite or answer questions about
the content. Finally, the last step, they can review what they have learned using worksheet.

2. The purpose of SQ3R

   According to Harasujana (1988: 6.4), SQ3R technique has some purposes as follows:
   a. SQ3R gives solution to students by phenomenological systematically towards kinds of reading, this first purpose support students to do effective and efficient in reading.
   b. SQ3R improves instructional learning process which is steady for the teacher.

3. The Importance of SQ3R

   Survey, question, read, recite, and review is a study procedure provides students with a systematic and efficient strategy that promotes independent skill. The importance of SQ3R technique is as follow:
   a. Survey: skim or preview the passage to gain a general understanding of the chapter. The survey of the passage provides the students to predict and think about what the text will contain or helps the students’ brain to begin to focus on the topic of passage.
   b. Question: make a note of any question on the subject that come to mind or particularly interest you following your service. This step provides more detailed study of the passage and provides a purpose for reading the passage.
c. Read: as soon as the questions are formulated, read to locate the answer. Students get the information from the passage and comprehend the passage effectively.

d. Recite: pause and review the answer to the questions. Outline or underline the important passage was written in the brief notes in a note book for a later review and study.

e. Review: reread the section of the chapter to refresh students’ memory recite the answer after students have written it down and then continue your review process. Review provides another opportunity for repetition of the passage and therefore will enhance our recall of the information. (http://gse.gmu.edu/research/tr/articles/SQ3R20%/Method SQ3R.html/ also supported by David. G. Amstrong & Tom. Savage.)

4. The Advantages of SQ3R Technique

There are some advantages in using SQ3R technique. Those are:

a. The students are able to distinguish between main idea and details;

b. The students can read actively purposively;

c. This method makes the best possible to use our memory;

d. The readers can train ourselves to answer question on a test quickly;

e. This method increases abilities to concentrate and comprehend material read;

f. It spends less time to memorize facts;
The students use less time to read and look for things you already know.

5. The Disadvantages of SQ3R Technique

Every technique has advantages and disadvantages. SQ3R has disadvantages, those are:

a. The teacher may use more time to prepare the appropriate material in matching with student’s prior knowledge;
b. The teacher must be creative in making question when it is pointed of main idea of texts;
c. The teacher pays more attention and closer when teacher guide students’ activities.

Based on the disadvantages in using SQ3R technique, there are some ways to overcome the problems. Those are:

a. The teacher has to begin with what the students already know;
b. The teacher tries to make sense of what the students read;
c. Predicting and thinking about what will happen in the next text;
d. Making simple question and general. If the students do not have prior knowledge and more specific, if this is an area of study that is similar for the students.

6. Teaching Reading Using SQ3R Technique

According to Harasujana (1988: 6.13-6.16), the implementations of SQ3R reading method are as follows:
1. Every student is given a text book. Then, the teacher asks them to open and read certain chapter at a glance. To guide students’ activity, the teacher shows them every chapter that they must pay attention to. The teacher can use this sentences, “Students, please pay attention the title of the chapter and subhead’s title!” to check students’ activity, to the teacher may ask two or three students about the title of book that they have just read.

2. The teacher asks the students what is on their mind when they read the title of the book, diagram, subhead, maps, etc. If they cannot handle their thought, the teacher guides them using teacher’s question. For examples, “George, what is diagram?” “what is effective sentence, Bella?” To the students who cannot answer, the teacher can explain what the explanation is. One of the way to get explanation is trying to read.

3. The teacher use previous step. The teacher has the students continue making questions as many as possible about the chapter. The teacher gives students more time in this step. When the students make question on their notebook, the teacher observe them.

4. After step 3 has finished, the teacher asks six or seven students to write down their question on the board. Every student has only one question.

5. The next step is giving students a chance to read silently for the first time. The students are asked to read only 4-5 paragraphs or may be 1-
2 chapters below subhead. Then, the teacher stops this activity for a while.

6. The teacher can have a look questions list which is written by the students on the board. The teacher asks students to move forward to explain the answer from the question having made before. The teacher can know the students who must get help. The teacher do this step continually until those chapters is read entirely.

7. The teacher gives students a chance to reread without asking question activity. Then, they have to close their book and answer question that they have made.

8. After step 7 finished, the teacher makes general point on the board based on titles, subhead.

9. The teacher asks some students to retell the general point chapter by chapter according to the table which has made by teacher. One student one topic, one student one diagram, and so on. After part by part has been explained, before the lesson finished, the teacher asks one or two students to tell general point of the text entirely.

10. Teacher gives some questions to the students about the texts having read as homework to ensure the comprehension of the students about the text.

E. Basic Assumption

The SQ3R technique has proven to be effective to be integrated into many content areas and across grade levels. Students develop
effective study habits by engaging in the pre-reading, during reading, and post-reading steps of this strategy. SQ3R is an effective technique to teach reading, especially in reading recount text. It is same with narrative text, because it same to use simple past tense in the story. Recount text must be learnt by students because recount text is one the kind of the text that tells about the experience in the past. Students’ can explore their ideas to make the story from their experience in the past events. When we use SQ3R technique, it will help the students to keep studying organized and efficient. SQ3R technique provides a little way to comprehend the materials of reading. Besides that, when we use SQ3R technique, the teacher have a powerful accelerated technique to activate the students’ background knowledge, prevent failure, and support the reader’s interpretation of the text. Hence, the writer’s assumption is that by using SQ3R technique in teaching reading, especially reading recount text, can help students to comprehend the text efficiently and organized.

F. Hypothesis

Based on the explanation above the writer has hypothesis that SQ3R technique can improve students’ reading skills on recount texts in teaching learning of reading skills.