A. The Nature of Reading

1. Definition of Reading

Reading is something crucial and has main role in human beings life. By reading, we can get information about science, technology, and other advancements of the world. Reading is like providing the mind with nourishment because through reading, we can get knowledge.

According to Pang (2009: 5) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Anderson, quoted in Nunan(2003: 68) there are two main definitions of reading. Those are strategic reading and fluent reading. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish purpose for read. Fluent reading is defined as the ability to read an appropriate rate with adequate
comprehension. Meaning does not rest in the reader nor does it rest in the
text. The reader background knowledge integrates with the text to create
the meaning. The act of reading be defined when the text, the reader,
fluency and strategies combined together.

Teaching reading usually has at least two aspects. First, it can
refer to teach learners who are learning to read for the very first time. A
second, it refers to teaching learners who already have reading skill in
their first language. Grabe in Nunan (1991: 70) said that a description of
reading has to account for the notions that fluent reading is rapid,
purposeful, interactive, comprehending, flexible, and gradually
developing.

The writer elaborates that reading is a processes of getting the
massage and solving the problem from the text to be able to extract
meaning and cues in the text and finally retain the maximum
understanding to the author’s massage. It is quite obvious that reading
depends on reader’s objective, and is not just an activity to read what is
printed and written. Further, there should be understanding of the
author’s message after reading the material.

2. Reading Comprehension

Reading plays very important part in our life. Through reading,
we can explore the world, countries that never been visited before, and
minds and ideas of great people in the past. Reading also will enrich our
experiences and knowledge and broaden our horizon. (Ramelan, 1990: 1)
According to Pam Sawyer (2006: 3), comprehension refers to an ability to understand the meaning or importance of something. Meanwhile, it is also stated that comprehension is the capacity of the mind to perceive and understand what is being communicated. It can be summarized that one has comprehension when he or she is able to understand and gets the importance of something.

We can see that there are some definitions of reading comprehension. Iqbal says (2009: 1) that reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, student use too much of their processing capacity to read individual words, which interfere with their ability to comprehend what is read. In addition, Richardson (1997: 3) says that reading comprehension is the result of effective reading. Effective reading is grounded in strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization. Therefore, the key to improving weak reading comprehension is to confront and correct weak mental skills in these cognitive areas.

The writer concludes from the theories that reading comprehension is the degree to which the reader understands what he or
she read, which is resulted from that what he or she knows before reading the text and how well he or she reads it.

3. Micro Skills for Reading Comprehension

In teaching reading, micro skills are one of the components that should be mastered by the students. If the students mastered some of micro skills, it can make the students easier to comprehend the text.

According to Harmer (1991: 183) there are six receptive skills, namely: predictive skills, extracting specific information, getting the general picture, extracting detailed information, recognition function and discourse pattern and deducing meaning from the context. More recent is in his opinions. Furthermore he describes that the skills in reading and listening are: identifying the topic, predicting and guessing, reading and listening for specific information, reading and listening for detailed information, and interpreting text.

In the concept of micro skills for reading comprehension, Edge (1993: 108) agrees that the skills teacher teaches to students, make students able to get general understanding of the text (skim), get main points, get specific information (scan), make inferences; for example about opinion, implication and the attitudes to the written words, comprehend in detail, and make evaluation what the readers have learnt and what the readers will do after reading text.

According to Brown (2004: 188), reading comprehension involves some skills that can indicate the students’ competence in having
good reading skill. Brown states that there are fourteen micro-skills for reading comprehension. Those are:

a. Discriminating among the distinctive graphemes and orthographic pattern of English.

b. Retaining chunks of language of different length in short term memory.

c. Processing writing at an efficient rate of speed to suit the purpose.

d. Recognizing a core of words, and interpret word order patterns and their significance.

e. Recognizing grammatical word classes (noun, verb, etc), system (tense, agreement, pluralization), pattern, rules and elliptical form.

f. Recognizing that a particular meaning may be expressed in different grammatical form.

g. Recognizing cohesive devices in written discourse and heir rule in signaling the relationship between and among clauses.

h. Recognizing the rhetorical forms of written discourse and their significance for interpretation.

i. Recognizing the communicative functions of written text according to form and purpose.

j. Inferring context that is not explicit by using background knowledge.

k. Inferring links and connections between events, ideas, supporting ideas, etc. deduce causes and effect and detect such relations as main
idea, supporting idea, new information, given information, generalization, and exemplification.

1. Distinguishing between literal and implied meanings.

m. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata

n. Developing and use battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context and activating schemata for interpretation of texts.

Based on the explanation above, the writer chooses macro skills and micro skills that are used to evaluate students’ reading comprehension:

1. Macro Skills
   a. Skimming text for the gist and for the main idea, scanning text for specific information (names, dates, key words).
   b. Understanding given information stated in the passage.
   c. Understanding context inference that is not explicit by using background knowledge.

2. Micro Skills
   a. Identifying referents of pronoun.
   b. Using context to guess meaning of unfamiliar words.
   c. Understanding cohesive in written discourse and their role in signaling the relationship between and among clauses.
4. Principle for Teaching Reading

Designing interactive reading technique must be relied in the specific principles. According to Nunan (2003: 74) there are some principles that must be applied in teaching reading. Those are:

a. Exploit the reader background knowledge

A reader background knowledge can influence reading comprehension (Carrel and Connor in Nunan, 2003; 74). Background knowledge include all of experiences that reader brings to a text. If the student are reading unfamiliar topic, teacher may need to begin the reading process by building up background knowledge (Nunan, 2003: 74)

b. Build a strong vocabulary base

Recent research emphasizes the importance of vocabulary to successful reading (Nunan, 2003: 74). It is easier for the reader of academic text to have high level of vocabularies to help them understand the massage of the text (Levine and Reves in Nunan, 2003: 74.)

c. Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring processes includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained.
d. **Work on increasing reading rate**

One focus here is to teach students to reduce their dependence on dictionary skill such as scanning, skimming, predicting and identifying main ideas. Get students to approach reading in different ways rather than develop only student speed in reading.

e. **Teach reading strategies**

It underscores the active role that students take in strategic reading. Teaching them now to do this could be a prime consideration in reading classroom (Anderson in Nunan, 2003: 76)

f. **Encourage reader to transform strategies into classroom**

The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use for reading skill.

g. **Build assessment and evaluation into teaching**

It can be conducted in quantitative and qualitative assessment. Quantitative assessment will include information from reading comprehension test and qualitative assessment can include reading interest survey (Brindley in Nunan, 2003: 77)

h. **Strive for continuous improvement as a reading teacher**

The teacher should view themselves as facilitator in the classroom, helping the student discover what works best.
Other principles of learning to reading are:

a. The student must have purpose and motivation to learn.
b. Learning must have meaning for the learner.
c. A background experience and knowledge is necessary for learning
d. The learner must be active in his learning
e. Learning requires the forming of habits
f. Much learning by association
g. Learning requires the practice
h. Favorable attitudes toward learning foster effective learning
i. Students learn at different rates and in different method.
j. Learning is more effective if the learner knows for what he is learning

(Sharpen in Simanjuntak, 1998:16)

From the ten principles above, it can be stated that, reading requires purpose and motivation; it also requires meaning for the learner because reading must have meaning for the learner. The goal of reading is to enable of reader the reader to get meaning from the printed material. The teacher must bring much background information to any reading task. It requires active learner and practice.
5. Technique Reading Process

In teaching reading there are some technique that usually used by teacher, they are bottom-up and top-down. The explanation is as follows:

a. Bottom-up

One element of a bottom-up model approach to reading is that the pedagogy recommends a graded reader approach. All reading marital is carefully reviewed so that students are not exposed to vocabulary that is too difficult or that contains sound that they have not yet been introduced to.

b. Top-down

Top-down models begin with the idea that the comprehension resides in the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can be understood even if all of the individual words are not understand. Within a top-down approach to reading, the teacher should focus on meaning, generating activities rather than on mastery of word recognition.

Reading competence is a mental process and someone’s ability to interpret the meaning of text by understanding lexical meaning (synonym, antonym), understanding contextual meaning, identifying main point, finding detail information (explicit information and implicit information), inferring context using their background knowledge and finding reference. The writer tries to use some sources of the theory in
order to fulfill the indicators of skill that student have to have related to their reading skill.

The writer chose traditional multiple choice- questions to evaluate students’ reading comprehension. The traditional multiple choice- questions “Read a passage and answer some questions” technique is undoubtedly the oldest and the most common (Brown, 2004: 204). The traditional multiple choices- questions uses because it recovers macro skills and micro skills that are used to evaluate students’ reading comprehension.

B. SQ4R Technique

1. Definitions of SQ4R Technique

SQ4R is one of the effective methods that are used in teaching reading. SQ4R is consisted of some steps; they are survey, question, read, recite, record, and review. This method will help the students keep studying organized and efficient.

According to John Locke (English philosopher) SQ4R is reading furnishes the mind only with the material of knowledge, it is thinking that makes what the read ours.

Pam Sawyer (1997: 10) emphasizes that SQ4R is a versatile study strategy because it engages the reader during each phase of the reading process.

In addition SQ4R is a systematic method of reminding students how to learn from text with maximum effectiveness (Thomas
Moreover Robinson (1946:2) says that SQ4R is a study technique for textual materials that is based on work.

The writer conclude from the theories that SQ4R is a teaching reading technique uses some step to reminding students how to learn from the text maximum and effective.

2. Steps of SQ4R Technique

According to Thomas & Robinson (1972: 10) the steps to SQ4R are Survey, Question, Read, Recite, Record, and Review. These steps are explained in the steps below:

a. Survey

Students should skim and scan the chapter. The purpose of surveying the chapter is to get the general idea of the content, structure, organization, and plan of the chapter. Surveying the chapter gives the “big picture” a framework of the main ideas, which will help to hold the details together later (Richardson & Morgan, 1997). Steps in survey are:

1. Look at the title, headings, and sub headings
2. Caption under pictures, charts, graphs or maps
3. Review questions or teacher-made study guides
4. Introduction and conclusion
5. Bold or italicized print
6. First and last sentences in paragraphs
7. Summary and Footnotes
After surveying the entirely text, the next is to focus to a particular information in particular place in the writing. Survey a chapter assignment before the students actually read it. Survey should tell the scope of the content, how different topics are organized, and what the author’s purpose and point of view are. The chapter survey will also give the students sufficient background information for class notes. Try also to survey the illustrations. Our society is visually oriented; authors and publishers are well aware that effective use of illustrations in textbooks is more necessary than ever. Illustrations can literally replace hundreds of words and convey a message more dramatically and quickly than a comparable section of text. Formats range from equations, theorems, and formulas to tables and graphic illustrations.

b. Question

Having students develop questions gives them a purpose for reading. Reading for specific purposes positively influences comprehension (Narvaez in Santa, Havens, and Valdes, 2004: 85). Setting a purpose also aids the student in recalling information. Developing questions prior to reading results in spontaneous attempts to answer the questions based on information already known, increased concentration and attention while reading to find an answer to the question, and increased comprehension due to the mind in its attempt to find an answer to the question.
Before beginning to read, students should turn each title and subtitle into a question. Practice will make this skill automatic (Richardson & Morgan). For example, if they are reading part of a chapter called “Functions of Word Formation Processes,” the teacher should lead the students to ask themselves, for example: “What are the functions of Word Formation Processes?”

c. Read

Reading promotes an active search for answers to the specific questions that students have developed. It forces the student to concentrate for better comprehension and aids in lengthening attention span (Richardson & Morgan, 1997: 124). Students should read each section of the text to answer questions that were developed in the step above. If a word meaning is not clear through its use in the selection, reread. If it is still unclear, underline the word or jot it down and look it up when students finish reading.

Question in mind: What is the writer’s purpose. What is he trying to get the reader to think or do. Is he giving facts or his opinions? Look for answers to the questions that have been developed in mind. Reread captions under pictures, charts, graphs, or maps. Note all the underlined, italicized, or bold printed words or phrases. Study graphic aids. Reduce the speed for difficult passages. Stop and reread parts that are not clear.
d. Recite

Recite the main ideas, in other words, aloud or to the students, after finishing a page. Check the comprehension and make sure the students have the correct information. Do the same for the major points after reading each section or chapter. By reciting what the students’ read, the students are able to see how much information the students absorbed, areas the students didn’t understand and need to review, and answers to the questions the students generated for the students. If the students cannot answer the questions, go back to the material and reread.

e. Record

Making the text book to increase understanding of the material for the present and for future reference. The process of selecting and marking requires the students to find the main ideas. Later, when the students evaluate the text for exam purposes, the students will find that the textbook markings and highlights enable the students to grab the essential points without having to read whole paragraphs and chapters again. Write down the central points for the chapter or section in the notebook. Do each assignment before class. This will prepare the students to take part in class discussions which will, in turn, help the students memorize the material the students have read and to put it into mind. Underlining key words and sentences will
make those items stand out in the mind. Summaries enable the students to write a brief outline of a section in other words.

Expand the students own system of reading. Use whatever facilitates the students’ retention of the material and works best for the students. The students might use the following: a double underline for main ideas and a single underline for supporting points; a bracket to enclose several consecutive lines that are important, rather than underlining all of them; or a box or circle around key terms. Use other words. Marginal notations and summaries should be in other language so the students can readily recall the original material as the students review. Using the text in this manner enables the students to extract all that the book has to offer the students in a learning situation, now and in the future.

f. Review

Teachers should include regular review periods as an effective strategy for retaining information. Regular reviews help students remember more of the information, thereby changing the nature of studying done at exam time. Rather than relearning material that has been forgotten because students haven’t looked at it since reading it or writing it down, preparing for an exam can include a review of familiar material and rehearsal strategies like trying old exams.

The volume of material to review increases as the course continues, but the amount of time needed to review older material
decreases. Students should study their outlines and notes and be able to retell what was read in their own words. Students should try to see relationships within the content. If they are unable to the teacher may need to model for students how to look for relationships. Student should be checking their memory by trying to recall main points and sub points (Richardson & Morgan, 1997).

3. The Advantages of SQ4R Reading Method

According to Robinson (1946: 67) there are some advantages in using SQ4R reading method. Those are:

a. Able to distinguish between main ideas and details.
b. Reading actively with purpose.
c. Making the best possible use of your memory.
d. Training yourself to answer questions on a test.
e. Increase abilities to concentrate and comprehend materials read.
f. It is spend less time memorizing facts.
g. The students use less time reading and looking for things you already know.
h. The method is a lot different than ones many students have previously used; research shows its best to use all of it at once--don't fade bits and pieces of it in.

4. The Disadvantages of SQ4R Reading Method

According to Robinson (1946: 67) there are some disadvantages in using SQ4R reading method. Those are:
a. The teacher may use more time to prepare the appropriate material in matching with student 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 guiding student activity.

Based on the disadvantages in using SQ4R method there are some way to overcome the problems. Those are:

a. Begin with what the students already know (activating prior knowledge).
b. Try to make sense of what the students reading (context).
c. Predict and think about what will happen next in the text.
d. Make simple questions and general. If the students do not have prior knowledge and more specific, if this is an area of study that is familiar for the students.

By applying the solutions to over come the disadvantages, it will guide students speed and comprehension. The students will be engaged in reading motivated, strategic, knowledge, and social interactive.

5. The Implementation of SQ4R Reading Method in Reading Classroom

According to Whaley and Surratt (1967: 85) there are some implementations of SQ4R reading method in classroom. Those are:
a. Survey: Systematic Reading Technique

Read title, topic sentence in each paragraph, and introductory paragraph(s). Read headings, subheadings, and italicized words. Read Summary at the end of the chapter.

b. Question: Use previous knowledge

1. Intend to remember.
2. Anticipate test questions.
3. Turn each heading and subtitle into a question.
5. Restate the questions from headings to help fix them in your mind.

c. Read: Elementary and In-depth—Be selective.

1. Create meaningful organization.
2. Read only the material covered under one heading or subheading at a time.
3. Read ideas, not just words.
4. Read aggressively, with the intent of getting answers, of noting supporting details, and of remembering.

d. Recite: Put ideas in your own words.

1. Look away from the book and then "recite" (out loud) the major concepts of the section.
2. Check your answers referring to the book.
3. Answer the questions that you raised before you began to read.
(4) Answer fully, and be sure to include the reasons the author believes the answer is true.

(5) Recall the answer and do not refer to the book

e. ReRead: Make "maps" for yourself.

(1) Reduce the information

(2) Reread or skim to locate and prove your points.

(3) Write down the key terms and ideas in outline form or using the Cornell System.

(4) Always read/question/recite before marking or taking down notes.

(5) Check yourself against the text. Correct and add to your answer

f. Review: Further reduce the information

(1) Find personal applications.

(2) Look over your notes and headings and subheadings in the text. Get an overall view of the main points.

(3) Recall subpoints under each main point.

(4) Aim to do an immediate review and later review. Studies show that with immediate review you can retain 80% of what you covered.

(5) Go back periodically and test yourself to see how much you remember. Don't put off review until the night before the test.

C. Basic Assumption

SQ4R is a systematic method of reminding students how to learn from text with maximum effectiveness (Thomas & Robinson: 1972). SQ4R is
consisted of some steps; they are survey, question, read, recite, record, and review.

SQ4R is an effective method to teaching reading. When we use this method, it will help the students keep studying organized and efficient. Besides that when we use SQ4R in teaching reading, we have a powerful accelerated technique to activate the reader’s (students) background knowledge, prevent failure, and support the reader’s interpretation of the text. So that, the students’ new words, background information, and comprehension can improve together.

So the writer’s assumption is that by using SQ4R in teaching reading can help the students to comprehend the text easily.