

## CHAPTER II

### LITERATURE REVIEW

#### A. READING

##### 1. The Definition of Reading

Reading is something crucial and has main role in human being life. By reading, we can get much information about science, technology, and other advancements of the world. As it is supported by Leu and Kinzer (1987:9) reading is developmental, interactive, and global process involving learned skill. The process involving special incorporates an individual's linguistic knowledge, can be both positively and negatively influenced by non-linguistic internal and external variable of factors. Reading is an active skill, and it constantly involves guessing, predicting, checking and asking oneself questions, Grellet, (1988:7).

According Nunan (1991:70) reading is a dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of content of the text.

From definition above, we can conclude that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into the meaning.

Reading comprehension needs an active thinking process in mind to comprehend and understand what has been read.

## 2. The Importance of Reading

Reading is a main skill to reach a successful study. Reading activities are important for student, because through reading they will gain knowledge, information, message, and so forth. Widyanto (1995: 62) said that there are five points in the importance of reading as ways the successful study, they are :

a. Reading is the most full learning resources.

The students can learn many subjects of science by reading.

b. Reading is the cheapest learning resources.

The students are allowed to read all books that have been provided in school library by free.

c. Reading is the easiest learning resource.

The students can borrow the book from school library for free and read the book wherever and whenever they want.

d. Reading is the most speed learning resources.

The students will get the content of book automatically as soon after they read it.

e. Be up to date.

The students can get information of newest developmental of science now days by reading book in new edition.

It means that if the students have a good ability in reading, they will get much information. Because, reading is simple to be done wherever and whenever students want, more reading means more knowledge.

### 3. The Aim of Reading

Tarigan (1987 : 45) writes that there are some aims:

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main idea

The students read the text ( books ) to know “ why is the topic is good or interesting , then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “ what is happening in each part of the passage in every episode and solving the problems of the text.”

d. Reading to classify

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

e. Reading for Inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

The students read to compare the plot of the text or content whether having similarity with the readers or even contrast.

The writer concludes that reading is very important to the students. Through reading, the students 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 Reading Comprehension**

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material, Olson and Diller, (1982:42). This statement it is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language. Clark and Sandrain Simanjuntak, (1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish.

It is sure that reading is very important to the students. Through reading, the students are able to understand the information given in the text and able to explore their knowledge well. Beside that, the most

important thing is they can memorize and recall the valuable information from the text in a long time period.

## 5. The Major Components of Reading Comprehension

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

### a. Decoding knowledge

It is the knowledge of the readers use the determining the oral equivalent of the written words.

### b. Vocabulary knowledge

It is the knowledge about word meaning used to determine the appropriate meaning for a word in a particular context.

### c. Discourse knowledge

It means knowledge of language organization at units beyond the single sentence level including the knowledge of structural organization of different types of reading.

### d. Readiness aspect

It is traditionally refers to the students' ability to read and understand a particular selection.

### e. Effectiveness aspect

In reading, the effectiveness aspect includes both interest and attitude. It will increase motivation and facilitate reading.

f. Syntactical knowledge

It means knowledge of word rules that determine grammatical function and sometimes the meaning and pronunciation of words.

From the sources above, it can be concluded that, the major components of reading influence someone in comprehending the text. Among the readers have different interpretation based on their understanding toward text. The readers will comprehend the text well if they master the major components of reading.

## **B. SQ3R Technique**

### **1. The Definition of SQ3R**

According to Scott, etc. (1994:121) SQ3R is essentially an independent reading technique. SQ3R is a reading strategy that can be used when students are expected to read and remember the content of material. The acronym stands for the steps in the process: Survey, Question, Read, Recite, and Review. Additionally, by having the students use an SQ3R worksheets, they will be able to write down information as they proceeded through each step of the process. The first step of SQ3R encourages students to survey or preview the reading materials. By looking at heading and pictures, they will be able to activate prior knowledge.

SQ3R is very strong strategy to activate prior knowledge and integrate it with new information. SQ3R has been found to be even more effective when students are asked to write down information gained before, during and after reading. The writing component allows students to tap into all four modes of learning: listening, speaking, reading and writing. The second step, students will write their own question formed from the headings. The third step, after reading the teacher tries to answer the questions formulated in their writing. It will also take care of step four of the process where we attempt to recite or answer questions about the content. Finally, during the last step of the process, they can go back and review what they have learned using the worksheet.

From the source above, it can be concluded that SQ3R is a reading technique that the reader can make prediction the content of the text and also remember the information especially the important information on the text.

## **2. The Importance of SQ3R**

SQ3R is a study procedure provides students with a systematic and efficient strategy that promotes independent skill. The importance of SQ3R technique as follows:

- 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 next will contain or helps the students' brain to begin to focus on the topic of passage.

- b. Question: Locate each boldface heading or underline by using color marker in the passage and turn into questions. 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. The 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 is 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 your memory, recite the answers after you 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.

### **3. The Aim of SQ3R**

According to Francis P Robinson (1970), SQ3R is a useful technique for fully absorbing written information. It helps the reader to create a good mental framework of a subject, into which they can fit facts correctly. It helps them to set study goals. It also prompts them to

use the review techniques that will help to fix information in their mind.

According to Fraser (1996), the SQ3R method, if applied and practiced, should increase in reading comprehension, and improved ability to identify the important points from the text.

From the explanation above we can conclude that SQ3R can help the reader to absorb a lot of information and also can improve the ability to identify the important points from the text.

#### **4. The Teaching Reading Using SQ3R**

Syah (1995:130) states that this technique introduced by Francis P Robinson and called SQ3R. Principally, this technique is steps to learn to text, those are: Survey, Question, Read, Recite and Review. SQ3R technique is one of kinds reading technique used for studying independently or individually. This technique usually implemented in out of classroom but it can be implemented in classroom, especially for teaching reading. If this method implemented in classroom, the steps of SQ3R as follows Syah (1995:130) :

1. Teacher's activities:
  - a. Helps and motivates students to survey or skim over the entire reading texts. The purpose is students know the title, length of the text, unfamiliar words, points of text, and the terms.

- b. Gives instructions or examples to students in order to arrange the questions clearly, briefly, and appropriately with the parts of the text given marks.
  - c. Asks students to read passage actively to get answers of the questions that have been made in step two.
  - d. Asks students to recite the answers of the questions that have been made without looking at notes or give questions for students.
  - e. Asks students to review all questions and answers that they have got. Teacher can ask questions to students in order to recall as much as information from the passage.
  - f. Then discuss the result together, every student has to be ready when the teacher asks to explain the result, and the other students can complete the answer.
2. Students' activities :
- a. Prepare pencils, paper, and color markers to give marks in parts of the passage. It helps students to arrange the questions easier in the next step.
  - b. Make questions based on the passage, total of questions depends on the length of the passage and students' ability in comprehending the passage.
  - c. Read the passage actively and carefully. This activity means that read to locate the answers. Students are encouraged to

focus on the paragraph related to the questions. As they read, students are encouraged to take brief notes.

- d. Recite only paragraph related to answers of the questions, thus not read the entire passage. In this activity, students are demanded to recite the answers of the questions without looking at the notes.
- e. Review all questions and answers briefly.

They are taught in four meetings. In each meeting the students are given a different text. Then, each meeting after have discussing in pairs, the students will be tested individually by doing reading exercise given by the teacher.

### **5. The Advantages of SQ3R**

The SQ3R technique of reading sets the stage for interacting with the text material. Through the five steps in gaining information, formulating questions, thinking about what is the reading, and trying to find answer to the questions and also reciting information out loud. All of these steps require the use of the auditory, visual and kinesthetic senses. One of the best advantages of the SQ3R technique is that it allows for a great deal of repetition of the important information in the chapter. Repetition is a key ingredient in learning. Another advantage is that, in formulating and answering the own questions, preparing for test taking. By writing questions and answers in the notes, it has developed the study guide Mayland Community College, (1998:3).

### **C. Basic Assumption**

Reading skill is the most important thing in mastering language. Because, it is will useful to improve their comprehension of a text. We can see that most of the students still find difficulty in reading or comprehend a text when they are in teaching learning process. The difficulties maybe come from the teacher when delivering material and from the students themselves when having the text. SQ3R technique is one of the strategy which can help the students to improve their reading comprehension in class. So, the researcher thinks that SQ3R technique can improve students comprehension in reading.

