

CHAPTER II

THE USE OF SQ3R METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION

A. The Teaching of Reading Comprehension

1. Definition of Reading Comprehension

Reading is the most useful and important skill for people. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which one can update his / her knowledge. By reading, the students will get much information and then the students can update their knowledge continuously. It is very useful for them in learning process.

Reading has been defined as the activity to recognized symbols and to comprehend their meaning. The readers could also defined reading as an activity skill based process of constructing meaning and gaining knowledge from oral, visual, and written text. Beside that, reading is much more than simply extracting the meaning from the text. Linse (2005: 69) stated that “reading is a set of skill that involves making sense and deriving meaning from the printed word, in order to read the students must be able to decode the printed word and also comprehend what the students read”. When the students read, they used their eyes and try to focus on the letters, written symbols such as capitalization and punctuation.

Reading is a process to get the point of text. According to Pang *et al* (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Then, according to Pang *et al* (2003: 14), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. According to Woolley (2011: 15), reading comprehension is the process of making meaning from text. The goal,

therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the explanation above, the researcher concludes that reading comprehension is a process of constructing information and knowledge from a text the readers. When the students are able to comprehend what the students read the student can get new information that will be useful for student academic life.

According to Duffy (2009:14) “comprehension is the essence of reading because the goal written language is communication of messages, if the readers could read the words but did not understand what they reading, they are not really reading.” Reading comprehension is an ongoing process of involving thinking. When readers read, they carried on a conversation with the text. They responded with delight and wonder. They made connection, asked question and drew inferences to better understand and learn from what they have read.

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2. Types of Reading Comprehension

In reading comprehension, the learner may find some type of reading ways, which need to do fo some logical reason. According to Patel and Jain (2008: 117), there are four types of reading as follows:

a. Intensive reading

Intensive reading is the text reading to get information or analysis. Intensive reading will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. I reading intensive, the readers not only read the text but also the readers will discuss in detail in the target languae.

b. Extensive Reading

Material for extensive reading will select at the lower level of difficulty than intensive reading. It happens because intensive reading has the purpose to train the students reading directly and fluently.

c. Reading Aloud

Reading aloud also plays an important role in the teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

d. Silent reading

Silent reading is an important skill in teaching of English. This reading activity should increase the students' ability. Silent reading is done to get a lot of information. Teacher has to make them read silently as then they are able to read without any difficulties. It is a kind of habit in which learners are enabled to read without any audible whisper.

Another explanation comes from Rohim (2009: 42) that reading has two types usually used in reading. They are presented in details below.

1) Extensive reading.

On the other hand, it can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized.

2) Intensive reading

The practice of particular reading skills and the close linguistic study of text.

From the types of reading comprehension, the researcher uses types of reading comprehension according to Patel and Jain. The researcher applied a silent reading in teaching English activity to implement Survey, Question, Read, Recite, Review (SQ3R)

Method in the classroom which effectively and appropriate with the researcher method.

3. Teaching Reading Comprehension

In reading, a comprehension is important to students' need. Sometimes, the students only read and do not get understand what they read. In fact, they were still confused to answer the question from the text. The students have to know what the mean of the whole text because that According to Grabe (2009: 6) is important, to see that throughout the processing of text, applying background knowledge to the message, and monitoring and making repair processes, the reader in the real world is involved in a meaning-based activity that is purpose and comprehension driven.

The process to learn this skill needs time and also take a lot of process to make the student understand how to comprehend the text. Snow (2002: 15) implies that "the challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts". Teaching reading is not easy work. This is caused by the possibility that not all students able to achieve comprehension at the same time. Some students might have slow progress than others.

In reading comprehension the students also try to get knowledge, information or something important in the context of the text. According to Gillet and Crawford (2012: 166) good comprehension sum up their prior knowledge about the topic of reading, they ask question about the topic before and during the reading, they make appropriate inferences when ideas are not explicitly stated, they find mind ideas, they summarize, and they make mental images from the words in the text. In short, comprehension requires an active reader, one who is confident enough to bring his/her own ideas to the reading and to question the ideas in the text.

To comprehend the text, the students got difficult and confused because they were not know about the meaning of vocabularies itself, that is why the students cannot conclude what the meaning of the text.

Teaching reading might not be a simple matter but by planning and choosing the right strategy teachers can help their students to achieve comprehension. In reading classes, the teachers have to decide what the purpose in reading will be done. This is done so that students understand what to do in reading. Also, teacher should understand the students' need and what kinds of reading text that can stimuli them to engage within the class and become an active learner.

4. Aspect of Reading Comprehension

Reading success is crucial to students' academic achievement. Elementary Middle, High school teachers and administrators should all focus on increasing their students' achievement in reading comprehension. It is to be known by the teacher that reading comprehension activities for every students is not same, because the human ability to think is also different.

In an effort to enable the students to comprehend the text, there are some aspect that will be mantion as part of understanding reading comprehension itself. There are some important aspects in reading comprehension that need to be learnt.. According to King and Stanly in Darlis (2004: 8), reading has some aspects of reading comprehension. They are:

1) Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH questions word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2) Finding main idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed writer.

3) Finding the meaning of vocabulary in context

It means that the reader can develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning what it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in another language, it will be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5) Making inferences

Inference is a skill where the reader has to able to read between lines. King and Stanley divide into main attentions, draw logical inferences and make accurate prediction.

Based on the statements, the researcher focused on all components of reading comprehension. They are, identifying main idea, identifying factual information, meaning of vocabulary, inference and reference. These five aspects that are commonly used in reading questions are the one that the researcher going to use in testing the students' reading comprehension toward reading materials. Main idea, vocabulary,

references, factual information or supporting detail and inferences are the aspect of reading that was assessed.

5. Purposes of Reading

People can get information from reading. Reading also can improve knowledge, because by reading people can know something they want to learn. According to Grabe and Stoller (2013:7), the purpose of reading are:

a. Reading for Searching the Information

Reading for searching information is a common reading ability. The reader only read the surface to look for the simple information without have to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or specific word.

b. Reading to Learn from the Text

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main idea as well as a number of detail that elaborate the main and supporting ideas in the text
2. Recognize and built rethorical frames that organize the information in the text.
3. Link the text to the readers' knowledge base reading to learn is usually carried out at reading rate somewhat slower that the general reading comprehension to connect text information with background knowledge.

c. Reading to Integrate Information, Write and Critique Text

Reading to integrate the information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information from multiple resources. These skills requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.

d. Reading for General Understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex that it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills, and efficient coordination of many processes under very limited time because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

From the purpose of reading above, SQ3R method has a purpose is reading to learn from the text. Reading to learn from the text appropriate with the purpose of SQ3R method. SQ3R method has five steps it's can make students' have to know what the text mean and the details information because to answer the question. The SQ3R method make the students more understand what the text mean and more easily to know what main idea also information from the text also make the students easily remember what the information of the text.

B. Survey, Question, Read, Recite, Review (SQ3R) Method

1. The Definition of Survey, Question, Read, Recite, Review (SQ3R)

There are a variety of different strategies that an individual can use to read a particular piece of material, but it is important for an individual to find the best strategy for the type of resource that the individual is using. One of the strategies that an individual can use to read and study a variety of different material is known as SQ3R Method. According to Hedgcock and Ferris (2009: 168) SQ3R process captures the connection between surveying, or previewing, which are somewhat passive activities, and questioning or predicting, which are active. At this stage of the pre-reading experience, students take information gathered from schema development and previewing activities and formulate predictions or questions about what they are preparing to read.

Survey and Question are the pre-reading components of SQ3R . They are used to activate background knowledge, provide purposes for reading, and motivate readers to read the assignment. In this first step the readers are asked to glance through the topic heading and try to get an overview of the reading. Next, the readers should turn the first heading into a question. These questions focus the readers' concentration on what they need to learn or get out from reading.

Once the individual has identified all of the questions that he or she should answer while reading the chapter, the individual should then read the chapter as whilst-reading as a part of SQ3R method and try to find the answer to each the questions.

Recite and Review are the post-reading activity of part in SQ3R method. They help the readers summarize and organize ideas so they can be remembered and applied. The reader are allowed to draw picture to identify main idea concept in graphic organizers, or capture the real meaning of the reading.

2. The Procedures of Teaching Reading Comprehension Through SQ3R Method

According to Walls (2008: 36) SQ3R method consists of five separate steps that help the individual determine the most important of each chapter and study those points. These steps are:

- a. Survey : the SQ3R Method Make a hasty survey of the assignment to get the main ideas.
- b. Question : Turn the first heading into a question. This will arouse curiosity and give a purpose in reading.
- c. Read : Read to answer the question. This means that the students read to the end of the headed section..
- d. Recite : After have read the first section, look away from the book and try briefly to restate the answer to the question..
- e. Review : When the lesson has been read, review the notes to get a bird's-eye view of the various ideas and their relationships.

Tierney in Betaubun (2016 : 39) describes the five steps of the SQ3R as follows:

- a. Survey the survey is the first step of SQ3R technique. This first step functions to help the readers to make prediction about the content of the text book and call up the frameworks that they already have on a subject.
- b. Question this step helps the readers to interact more actively with the textbooks by directing to the set question before reading. The questions will be hooks to comprehending the textbooks. Instead of just reading, the readers are looking for the answer to their questions.
- c. Read this step orients the readers to focus comprehending the textbooks based on the question that they have set in the previous step. In this step, the readers should try to read a chapter of the textbooks at least twice at a fair speed before studying it in detail or they should read section by section of the chapter to answer their purpose-setting question as they go.
- d. Recite this step can be applied by the readers after reading each section to monitor their comprehension. It is done by reciting the main points that answer their purpose setting question. If it can be answered, one of two things has happened, either they have set a wrong question, or they have lots of comprehension in reading process.
- e. Review after reading all the section and reciting the answers to their purpose-setting question, the reader should apply the last step of SQ3R technique, namely review. By reviewing they can get a summary of what they have read and learnt. It will help them to transfer the information from short-term memory to long term memory.

3. The Advantages and Disadvantages of SQ3R Method

Based on the theories about SQ3R, they writer concluded that this method has advantages and disadvantages. According to Walls (2008: 37) The advantages are as follows:

- a. Students' learning to distinguish between main ideas and details;
- b. Students' training themselves to answer questions as students' would on a test;
- c. Students' reducing mind-wandering because their making frequent checks;
- d. Students' creating brief notes using their own words that prepare students' more adequately for tests;
- e. Students' making the best possible use of the principles of memory.

In conclusion, the SQ3R method is a good technique for reading longer passages which have a lot of information to be studied. However, in order to carry out this method successfully, the students should have the ability for understanding the text structure and taking the main idea of the text. The student also have to make a note by themselves about what information one by one of paragraph.

Beside having some advantages, SQ3R method also have disadvantages, consist the five step of SQ3R method :

- a. There is less interaction between the teacher and the students, the teaching and learning activity become passive, and it is against the recent curriculum which demands the teaching and learning activity become more active.
- b. The student can take a lot of time when applying SQ3R method as a reading technique.

To anticipate the use of SQ3R would be unsuccessful, the teacher should also introduce, explain, illustrate the SQ3R method clearly for make sure the students completely understand about SQ3R Procedure that can make the students more quick using the SQ3R as a reading technique. And the teacher also should accompanying the students' when they work

for keep the communication with the students that can make teaching learning process more active.

C. Definition of Descriptive Text

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

The generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

D. Review of Related Studies

The reviews of related study have a goal of providing previous studies and information concern with the research question. In this research, the research intended to introduce and conveyed that SQ3R method was effective to teach reading comprehension.

1. Al- Ghazo conducted a research in 2015 entitled “The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students. “ The purposes of this research are (1) to find

out the students' activity during the implementation of SQ3R and Semantic Mapping Strategies on learning Reading Comprehension, and (2) to find out students' response during the implementation of SQ3R strategy on learning Reading Comprehension. The sample of this research students of Aljoun University of Jordania. The result of this research is the SQ3R method can improve students' reading comprehension.

2. Habeeb and Abbas conducted a research in 2018 entitled "The Effectiveness Of Sq3r Strategy In Promoting Iraqi Efl Students' Reading Comprehension ." The sample of this research is the students' EFL Iraq school. Related for this study, by using SQ3R method can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions. reading strategy performed reading activity better, especially in reading descriptive text.
3. Khaghaninejad, Saadabadimotlagh, Kowsari conducted a research in 2015 entitled "Examining The Effects Of Strategy-Based Instruction Of Reading Passages To Iranian Undergraduate Efl Learners". The purpose of this research is about explored the effect of using SQ3R and TPS strategies in reading performance on learners' .The sample of this research is Iranian students' EFL. The aimed of this research The purpose of this research is to find whether the SQ3R method give any effect to the tenth grade student's on their narrative text comprehension. The result of this research showed that SQ3R method is an effective method to teach narrative text comprehension.