

## CHAPTER II

### TEACHING IN READING COMPREHENSION THROUGH SQ3R

#### A. The Nature of Reading

##### 1. Definition of Reading

Reading is a component of language skills at the third level, after listening and speaking. Reading involves many aspects, including visual, thinking, psycholinguistic and metacognitive activities, as well as interpreting written texts. Reading is receptive because it allows a person to acquire new information, knowledge, and experiences, and enhances thinking, sharpens views, and broadens horizons.

According to Artati (2018), reading is a process carried out by someone to receive a message. The message can be in the form of words. The process requires that groups of words be known for their meaning. If this is not done, the message cannot be understood. Therefore, the process of reading cannot take place. So, we must be able to understand what we have read. In linguistic terms, reading is a process of recoding and decoding. One aspect of cipher reading is the linking of written words with the meaning of spoken language, which involves the conversion of written or printed words into meaningful sounds.

Other experts say that reading becomes a reasoning activity that is associated with a language task (Ghazali, 2013). Thus, it can be said that reading is a process carried out and used by the reader to obtain the message conveyed by the author through the medium of words or written language (Fatmasari & Fitriyah, 2018). Therefore, Reading is referred to as a receptive language skill. It is called receptive because through reading, a person gains new information, knowledge, understanding and experience. Everything that is gained through reading allows a person to improve their thinking, sharpen their views, and broaden their horizons (Utami, 2018).

Therefore, reading can be described as an activity that allows readers to gain a better understanding and new knowledge from the information provided by the text, they read based on the background they have.

##### 2. Indicators of Reading

In the process of teaching, teachers need indicators to help students understand the text read. In other words, this indicator is important for students to learn to master reading skills well. According to (King and Stanley, 2014), there are five components of reading comprehension that can help students read carefully. The five reading comprehension sections include:

a. Find factual information

Factual information requires the reader to scan specific details. Factual informational questions are generally prepared for students and come up with the question word WH. There are many types of questions; reasons, goals, results, timing, comparisons, etc. whose answers can be found in the text.

b. Find the main idea

Recognizing the main idea of a paragraph is very important because it helps you not only understand the paragraph in the first reading, but also helps you remember what it contains later. The main idea is not only at the beginning of the paragraph, but also in the middle and at the end of the paragraph.

c. Finding the meaning of vocabulary in its context

Reading comprehension and vocabulary are closely interrelated. Vocabulary is important for reading to learn as well as learning to read. Students need to understand the meaning of the words they read if they want to learn from what they read.

d. Make inferences

Making inferences is the reader's skill to understand the meaning of the text and generate several main ideas from the text, then combine them to find a conclusion.

e. Identify references

To understand a reading text, it is not enough just to understand the important information in each sentence. It is also important to understand how the sentences relate to each other. One of the skills to understand reading texts is to master reference words. It is important to master reference words that include pronouns in reading comprehension. Mastering reference words will help students avoid ambiguity of meaning in the reading text.

Regarding this study, researchers will use indicators based on (King and Stanley, 2014), namely finding factual information on the recount text to improve students' reading comprehension by applying the SQ3R technique.

### 3. Types of Reading

Knowing the types of reading is one part of teaching reading. This type of reading is very important for the researcher who will be conducting the research. Researchers will find out what type of vocabulary the teacher will teach students based on the student's level. Therefore, it is important to know the types of readings based on the theory of experts. According to (Jain & Patel, 2008) there are four types of reading as follows:

#### a. Intensive Reading

Intensive reading is concerned with further language learning under the guidance of the teacher. Intensive reading will provide a basis for explaining structural difficulties and for expanding knowledge of vocabulary and idioms. Intensive reading materials will form the basis of class activities. Not only read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is reading a text or reading a passage. In this reading the learner reads the text to gain knowledge or analysis. The purpose of reading this is to read the text to gain knowledge or analysis. The purpose of reading this is to read shorter texts. This reading is done to obtain specific information.

#### b. Extensive Reading

Extensive reading is used to gain a general understanding of a subject and includes reading longer texts for pleasure. Readers want to know about something. Readers do not care about specific or important information after reading. Usually, people read to keep them updated.

#### c. Reading Aloud

Reading aloud is a compulsory reading activity given at a basic level, because reading is based on the pronunciation of words. Reading aloud is useful at certain times only. Reading aloud prevents a student from learning to understand the meaning of a sentence even though he or she may not know a single word in the sentence.

#### d. Silent Reading

Silent reading is a very important skill in English language teaching. This reading should be used to improve reading skills among students. Silent reading is done to obtain a lot of information. Silent reading should be based on the student's chosen text. Silent reading allows students to read completely silently without making sounds and moving their lips. This helps him read quickly, easily, and fluently. It helps students' comprehension and expands vocabulary.

Based on the types of reading according to (Jain & Patel, 2008), researchers will use intensive reading to help students expand their knowledge or analysis to get more specific information.

### **B. The Nature of Reading Comprehension**

Reading is composed of two main processes: decoding and comprehension. These two processes are independent of one another, but both are necessary for literacy. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent to make sense of print. Comprehension involves higher-order cognitive and linguistic reasoning, including intelligence, vocabulary, and syntax, which allow reader to gain meaning from what they read.

According to Anderson (2003), reading is viewed as an essential skill for learners of English and it is the most important skill to master to guarantee success in learning. Martin, Chang & Goulds in Ahmadi & Pourhossein (2012) reading is an activity to achieve information, ideas, etc from the text. In reading text is composed the language. Based on some perceptions of reading above could be conclude that the influential of reading concern to the mastery on reading comprehension. The process of reading could not be separated on learning language.

According to Rahmani and sadeghis in Ahmadi & Pourhossein (2012) defined that “reading comprehension is known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world and knowledge about given topic”. Den Broek and Kremers’ (2000) in Ahmadi & Pourhossein (2012) explained “readers in reading comprehension create an image and its definition the comprehension process in their mental”.

Reading comprehension emphasized on critical thinking which influence to the mental of reader. It is about complex discussion toward critical thinking.

Reading comprehension is described as a complex cognitive process involving many skills. The reader must use the data already obtained to process, view, coordinate, represent, and establish relationships on the page with the new incoming information. A reader must be able to recognize words quickly, know the meaning of almost any word, and be able to combine units of meaning into a coherent message to understand the text. Text comprehension benefits from word recognition interactions, prior awareness, and successful use of cognitive strategies (Westwood, 2001).

Reading comprehension is the ability to interpret a text and derive meaning from it. Therefore, rather than deriving meaning from a single word or phrase, the objective is to acquire a comprehensive understanding of what is described in the text. Young readers create models or representations in their minds of the concepts found in texts as they read. “Reading comprehension is the process of making meaning from text. It is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences” Woolley (2011). Panel (2010) says that reading comprehension is the process of constructing meaning simultaneously by interacting and engaging with written language. Reading comprehension is important in the process of understanding and remembering texts.

Based on the above understanding, the researcher can conclude that reading comprehension is an active process of understanding written text while creating its meaning. With reading comprehension, students not only read the text but also understand what it reads, so that they can obtain clear information from the text and understand the content of the text through written language.

### **C. The Nature of SQ3R**

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

Several reading techniques have been developed and applied in various studies, one of which is the SQ3R technique. SQ3R stands for survey – question – read – recite – review. The SQ3R technique is a well-known learning system that is easily adapted to reading tasks. The SQ3R technique has also been developed by Francis P. Robinson which

is specifically designed to understand the content of texts contained in books, scientific articles, and research reports. These techniques are practical and can be applied in a variety of learning approaches.

According to Budiyanto (2018), SQ3R will be a reading strategy to find main and supporting ideas and help remember to be more durable through five activity steps, namely survey, question, read, recite, and review. In addition, the SQ3R reading technique can also improve reading score acquisition because it leads students to investigate; Headings and subheadings, make questions, read, state the main ideas that have been read, and repeat the reading.

Surveys and Questions are pre-read components of SQ3R. They are use to activate background knowledge, provide purpose for reading, and motivate readers to read assignments. In this first step, the reader is asked to take a quick look at the title of the topic and try to get a general idea of the reading. Next, the reader should turn the first headline into a question. These questions focus the reader's concentration on what they need to learn or gain from reading.

Once the individual has identified all the questions he or she should answer while reading the chapters, the individual should then read the chapters while reading as part of the SQ3R technique and try to find answers to each one. Recite and Review is part of the post-reading activity in the SQ3R technique. They help readers summarize and organize ideas so they can be remembered and applied. Readers are allowed to draw to identify main ideas, illustrate key concepts in a graphic organizer, or capture the true meaning of the reading.

## 2. The Procedure in Implementing SQ3R Technique

There are some steps of the SQ3R technique, according to Tarigan (2008):

### 1) Survey

Students read the main topic, title, beginning sentence, and summary of a chapter.

### 2) Question

Students ask themselves questions for each chapter in the reading.

### 3) Read

Students read readings to find answers to their questions.

### 4) Recite

After finishing reading, students try to recall what they have read examine everything that has been obtained, and make notes about the content of the reading.

#### 5) Review

Students reread notes about the content of the readings that have been made. And if needed, repeat the entire reading content.

Based on the description above, it is concluded that the SQ3R technique is an effective learning approach because these steps help students understand, remember, obtain information, identify reading details, and better discover their reading concepts through initial review, questioning, active reading, repeating, and periodically reviewing the material.

The five learning phases of SQ3R are as follows: 1) survey, an exercise found in general reading material. If the reading material is a book, the tasks completed at this point include reading the book's title, the discussion titles, and the first paragraph of the discussion title, as well as looking at the tables and figures the book contains. Reading the first and last paragraphs of the reading material, as well as taking note of the tables and figures it contains, are the tasks completed at this point if it is a text. This phase is meant to give us a general understanding of the reading that is being read; 2) Questioning is the process of creating inquiries based on survey findings and employing inquiry terms to help readers comprehend the content of the readings; 3) Read: This involves going over each paragraph in the reading material to determine the answers to the questions posed at the question stage. The goal of this step is to provide the reader with a general understanding of the reading material; 4) Recite: This involves reading the reading material aloud to the reader to confirm that they understand it; 5) Review: This involves summarizing, describing the entire reading material in your own words, presenting the reading results without consulting your notes, and identifying and explaining any difficult-to-understand words. The goal of this step is to ensure that readers comprehend the content and can relate their ideas to it.

### 3. Advantages of Learning SQ3R Technique

There are advantages obtained according to Alep (2015) when applying SQ3R as a reading technique, which is as follows:

- a. The time allocation used is relatively short.

- b. Students can solve a problem on their own without teacher guidance.
- c. Learning becomes active and directed to occur at the core of the problem so that students more easily remember the material that has been learned.
- d. A reading repetition occurs.
- e. Students concentrate more on reading and understand the content of the material better.

Based on the sentence, it can be concluded that the time allocation used in learning is relatively short but effective. Students are able to solve problems on their own without guidance from the teacher, leading to active and focused learning. The focus on the core issues makes it easier for students to remember the material they have learned. Repetitive reading occurs, resulting in students being more concentrated in reading and understanding the content better.

#### 4. Disadvantages of Learning SQ3R Technique

The weakness of the SQ3R technique, according to Tamsil & Hidayat (2016), is that more learning time is needed in learning and the teacher need adequate skills to manage the class and create a learning atmosphere that is expected by the SQ3R learning technique.

In addition, there is also a disadvantage of using the SQ3R technique in teaching reading comprehension, which is that students have difficulty in understanding the meaning. It means that due to SQ3R technique stressed to the students to focus on the steps of reading that are known and passed the difficult vocabulary, so it will be difficult for students who have less vocabulary mastery (Kurniasih, 2009).

Based on the description, it can be concluded that the SQ3R technique has several weaknesses. Firstly, this technique requires more time in the learning process, which can be an obstacle especially in managing limited learning time. Secondly, teacher need to have adequate skills to manage the class and create a learning atmosphere that is suitable for the SQ3R technique.

In addition, another weakness related to the use of the SQ3R technique in reading comprehension learning is the difficulty experienced by students in understanding the meaning of reading. This is due to the SQ3R technique's focus on reading steps that are already known and bypassing difficult vocabulary, so students who have limited vocabulary mastery can experience difficulties in understanding the content of reading.



Thus, while the SQ3R technique can provide certain benefits in learning, its use also has weaknesses that need to be considered, especially related to the aspects of time, and understanding the meaning of reading.

#### **D. Previous Study**

Previous studies have also shown that problems in reading comprehension are relatively widespread, but they have focused on ways to improve teaching and learning in the classroom by applying the SQ3R technique to students. Researcher believe that such researcher can be a source of additional and valuable information.

First previous study is from Anggita Aprilia (2017) entitled “Improving Reading Comprehension of Eighth Grade Students through the SQ3R Technique in MTs N 1 Bandar Lampung for the 2017/2018 Academic Year”. In this research, based on the findings, it is shown that the implementation of the SQ3R technique has successfully improved students' reading comprehension. The indicators of successful implementation are: 1) the effectiveness of teaching and learning, 2) student engagement in learning, 3) improvement in students' abilities and understanding of the subject matter. The standard target for reading is 73. Therefore, the researcher determines that if 80% of students score 75, it is assumed that using the SQ3R technique in teaching enhances students' reading comprehension. Looking at the scores, it is found that students' reading comprehension increased from 43.3% of non-passing students in the first cycle to 83.3% of passing students in the second cycle. This indicates that the SQ3R technique is effective in the teaching and learning process, particularly in teaching reading. Evidence of improved reading abilities is evident in the results of the second cycle, where 83.3% of students passed, assuming that teaching reading with the SQ3R technique is used to enhance students' reading abilities (Aprilia, 2018).

Second previous study was based on Adhitia Rachman Prasutiyo (2013) entitled “Improving the Reading Ability of Eighth Grade Students through the SQ3R Technique at SMPN 1 Jogonalan for the 2013/2014 Academic Year”. This study uses the SQ3R technique to improve students' reading skills. This is done in two cycles, each with two meetings. In both cycles, the researcher applies the SQ3R technique and performs several activities related to it, each of which receives credit points. The study began on October 30, 2013, and ended on November 28, 2013. From the first cycle, the researcher found that the SQ3R technique

can improve students' reading skills. In addition, it can improve student interaction between teacher and students. The use of the SQ3R technique can also boost students' confidence. However, the SQ3R technique cannot increase student motivation. That is why the researcher felt that he had to add some accompanying action in Cycle II. In summary, the use of the SQ3R technique has been shown to improve students' reading skills. From the second cycle, the researcher found that the accompanying act of giving credit can increase students' confidence in the teaching and learning process of reading. He also found that the SQ3R technique was still effective in improving students' reading skills. In terms of quantitative data, there was an increase in students' reading skills. This can be seen from the pretest and post-test results. The average score of students increased from 56 on the pretest to 70 on the posttest. This shows that the SQ3R technique successfully improves students' reading skills (Prasutiyo, 2014).

Third is according to Handayani, Herlina, dan Kusumajati (2021), entitled "Improving Students' Reading Comprehension Through SQ3R Method" Researcher use classroom action research as a research method, and the purpose of this study was to improve students' reading comprehension with the SQ3R method. The subjects of the study were X SMK students, consisting of 40 students. Classroom action as a research methodology Observations show that students participate more actively in practicing reading comprehension. In addition, the students showed perseverance in performing the assignment. College students also prefer to cooperate. The results of the data analysis showed that the SQ3R method improved students' reading comprehension. The results of the student's reading comprehension test showed improvement with each cycle. In the first cycle, the highest score is 80 and the lowest score is 60, and 41% of students can achieve the standard minimum score. In the second cycle, 63,7% of students were able to achieve the standard minimum score, and in the third cycle, 86,3% of students were able to achieve the standard minimum score. The results of the above study show that the SQ3R method can to improve students' reading comprehension as well as increase their participation in every learning activity (Handayani, Herlina, & Kusumajati, 2021).

The success of using SQ3R in the three previous studies is mentioned above because it helps to increase students' comprehension of the material. However, the goal of this research

is to use SQ3R to help increase student comprehension. The study employs a different location; SMP Mumadiyah 2 Pontianak serves as the study location.