

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Description

2.1.1 Definition of Reading Comprehension

Comprehension refers to the ability to go beyond terms, to grasp the concepts and relationships expressed in a text. Understanding information in the text is the whole purpose of reading. Reading comprehension was described as a complex cognitive process involving many skills. Readers must use already acquired data to process, view, coordinate, represent, and establish relationship on the page with the new incoming information. A reader must be able to recognize words quickly, know the meaning of nearly all the words, and be able to combine units of meaning into coherent message to understand the text. The understanding of the text benefits from the interaction of word recognition, prior awareness, and the successful use of cognitive strategy.

Reading comprehension is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purpose we have for reading.

According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in

a written material. Kennedy (1982:5) has an argument that reading can be defined as the ability of an individual to recognize a visual form: associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. Clark and Sandra (1988:15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish. It is sure that reading has many purposes, and among others are to graduate from their school and to provide them with the knowledge to continue their studies whatever purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

2.1.2 The Purpose of Reading Comprehension

Reading comprehension is an activity that has purpose. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. According to Williams in Jo McDonough, usefully classifies reading into:

- a. Getting general information from a text.
- b. Getting specific information from a text.
- c. For pleasure or for interest

2.1.3 Definition of Descriptive Text

There are many kinds of reading text namely: descriptive, recount, narrative, report, procedure, explanation, argumentative, persuasive, exposition, and many others. Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive

text is one of the materials that should be taught by the teacher in the teaching learning process. Descriptive text can be called also as descriptive paragraph. According to Pardiyo (2007:34) cited in Sumarsih and Sanjaya (2013:108) says that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to reader clearly. Therefore, descriptive text is a kind of text that describes a person, place, thing or animal clearly and specifically. Meanwhile, many linguists, such as Dietsch and Kane, mention that descriptive text is a description of an object the writer had felt before through they sense-describing a thing from what people or we see, hear, touch, smell, or taste before.

It can be said from the above description that descriptive is a text that comes from the experience of authors or others. This illustrates how the author describes what he or she sees, feels, senses, tastes, or touches, then writes or speaks. The researcher concludes from the explanation above that the descriptive text simply describes people, places, or things. Also, descriptive text is a text that describes something that can be concrete or abstract, including its characteristics, as it looks like the object being described.

2.1.4 Generic Structure of Descriptive Text

The descriptive text has dominant generic structure as below:

a. Identification

Identification explains about the topic or identifying or who want to be described.

b. Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

2.1.5 Language Features of Descriptive Text

Siahaan and Shinoda said that the language features of descriptive are:

- a. Focus on the specific participant. The object that is described is specific in order to give a real image to the reader about the object.
- b. Use of attributive and identifying processes.
- c. Frequent use adjectives and classifiers in the nominal group. The adjective is used in order to give the reader a clear image of the object when they read a text, and it can be a situation, the characteristic, and the personalities.
- d. Use of simple present tense. The descriptive text is a text that describes the factual object. It means that it has to use simple present tense, except the object was died or extinct.

2.1.6 The Purpose of Descriptive Text

Generally, the purpose of descriptive text is to describe a particular object. However, there are some reasons for descriptive text, according to some linguists. Based on Dietsch, descriptive has three general purposes:

- a. Descriptive is made to create an image, a mood, or an aura of the place. The reader can imagine what does it look like, so the reader can see, hear, taste, smell, or feel what the author explains.
- b. Descriptive can be a tool to stimulate understanding and to persuade someone about something.
- c. Descriptive can urge the listener to action, which means when we ask them about something they can quickly know and explain to us who is the person we are looking for, or we want to know, then we can know when or where something takes place or happens.

2.1.7 Example of Descriptive Text

Example of descriptive text related to one of the places in Indonesia.

The Komodo's Island



2.1 Figure of Example Descriptive Text

The island of Komodo is a part of the Lesser Sunda chain of the Indonesian islands. The island is particularly notable as the home of the giant monitor lizard,

often called the komodo dragon. It lies on the sape strait between Flores and Sumbawa islands and has an area of approximately 520 square km.

The komodo island is also a part of Komodo National Park Area, managed by the Central Government. There is one village, called Komodo village, with a population of over two thousand people. They live side by side with Komodo dragons within the park. Most of them make a living by selling souvenirs, guiding the tourists, and renting boats for tourists. Only a small percentage of them work as a fisherman.

The komodo island is one of few remaining areas which are inhabited by komodo dragons. They are endangered species and protected by the law in Indonesia. They roam wild over the island. They may grow up to 3 meters long, weigh up to 135 kg, and can live up to 100 years. Regularly, the park official supply goat and pig carcasses to attract these giant lizards to viewing areas for tourists. It is known that about 1.000 of the komodo dragons live on the komodo island.

2.1.8 The Concept (SQ4R) Strategy

The method can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve goals (Sudrajat, 2008). Learning is a process, method, deed that makes people or living things learn (Big Indonesian Dictionary 2002: 17). Learning is the process of student interaction with the teacher and learning resources in the learning environment. Learning is assistance provided by the teacher so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students.

One of the learning methods commonly used in learning that provides opportunities for students to learn to think, solve problems, learn to apply knowledge, concepts and skills is to use the SQ4R learning method (Survey, Question, Read, Reflect, Recite, Review).

SQ4R learning is a way of reading that can develop students' metacognitive, namely by assigning students to read study materials carefully, carefully. SQ4R is the development of the SQ3R method, which was recommended by a psychology professor from Ohio University, United States, namely Robinson in 1941, is a reading method that is increasingly known and widely used, very important for the benefit of reading intensively and rationally.

The SQ4R (Survey, Question, Read, Recite, Reflect, Review) learning method initiated by Francis Robinson in 1941, made a big change in the development of learning methods because it was effective in helping students memorize information from reading (Nur 2000:25). The level of student mastery of the material being taught can be seen from student learning outcomes after taking one subject (Arikunto, 2002:35).

The steps that must be carried out in the SQ4R reading strategy are as follows:

- 1. Survey (preliminary research)**

In this stage, the reader begins to research, review, explore at a glance to find chapter titles, sub-chapters, and image captions so that the reader knows or is familiar with the reading material that will be read in detail and according to

needs. By reviewing, the information needed to focus attention while reading can be collected. Reviewing a chapter should take 5-10 minutes.

When conducting a survey, it is recommended to prepare pencils, paper, and marking tools such as highlighters (yellow, green and so on) to mark certain parts. Important parts will be used as material for questions that need to be marked to facilitate the process of compiling a list of questions that will be carried out in the second step.

2. Question

After conducting the survey, we may find a few questions. We ask a number of questions that can be used as reading guides so that they are concentrated and directed. The number of questions depends on the length of the text, and the ability to understand the text being studied. If the text being studied contains things that are already known, it may only be necessary to make a few questions. Conversely, if the background knowledge is not related to the content of the text, it is necessary to compose as many questions as possible.

3. Read

Now start reading carefully and thoroughly, paragraph by paragraph. As we know, each paragraph develops one main idea. If we combine all the main ideas into one unit, the main ideas will be reflected from a series of paragraphs in one discourse.

If reading carefully and thoroughly is difficult, then this reading step is minimal to answer the questions formulated in the Question step. This section

can be carried out efficiently and effectively if the reader really makes use of the list of questions, namely reading with the intention of finding answers to these questions.

4. Reflect (give examples)

Reflect is not a separate step from reading but is a unit. During reading students do not only remember or memorize enough, but try to understand the information conveyed in a way.

- a. Relate that information to things we already know.
- b. Linking the subtopics in the text with the main concepts or principles.
- c. Try to resolve the contradictions in the information presented.
- d. Try to use the material to solve the simulated and suggested problems of the course material.

5. Recite (communicate every answer that has been found)

The fifth step, the teacher asks to mention again the answers to the questions that have been prepared. Train students in questions not to open the book or notes that have been made. If the question is not answered, students continue to ask the next question. And so on until all questions can be resolved.

6. Review (repeat)

In this last step, students are asked to read short notes (essentials) they have made, repeat the entire contents of the reading if necessary and briefly review all questions and answers (Trianto 2007:147).

Check the entire section again. Do not repeat reading, just look at the titles, pictures, diagrams, review questions, and other study tools to ensure that we have a complete picture of the discourse. This step or stage will help us a lot in remembering the material so that we will be able to easily remember it in class and bring it out in the final exam. (Albert in Tarigan, 1979: 54-56) Briefly, in the Review stage, a test or review is carried out on the completeness of the restatement that we have done in the Recite step. So, if there is a deficiency we complete it, if there is a mistake we correct it. Finally, an information structure is structured which, if we develop it, creates a relatively complete and good form of restatement.

This method is a system that is applied in carrying out reading and/or learning activities because this method is a link in which each part is interrelated with one another so that the reader must go through it if he wants to gain maximum understanding. Even though it seems very mechanistic, reading using SQ4R is considered more satisfying, because with this technique it can encourage a person to better understand what he is reading, directed at the essence or main contents that are implicit and explicit in a book or text. The steps taken in this technique seem to describe scientific procedures, so it is hoped that any information learned can be stored properly in a person's long-term memory system.

2.1.9 The Advantages & Disadvantages of SQ4R Strategy

Reading using SQ4R is considered more satisfying, because with this technique it can encourage a person to better understand what he is reading, directed at the essence or main contents that are implicit and explicit in a book or text. This seems to have described a scientific procedure, so it is hoped that any information learned can be stored properly in one's long-term memory system. Following are the advantages of the SQ4R method:

- a. By surveying the book first, we will get to know the organization of understanding of the book.
- b. The questions that have been prepared about what is read will arouse curiosity to read with the aim of finding important answers.
- c. Can carry out reading activities more quickly, because they are guided by the previous steps, namely surveying books and compiling questions about reading.
- d. Notes about books read can help understand quickly and help memory.
- e. Through review or repetition, one will gain unanimous, thorough mastery of the material being read.

The SQ4R method is very effective in reading for study. Effective efforts to understand and remember longer can be done by:

- a. Organize the material read in terms that are easy to understand.
- b. Associating one fact with another, or by connecting experiences or contexts encountered.

Disadvantages of the SQ4R Method

This strategy is a system that is applied in carrying out reading and/or learning activities because this method is a link in which each part is interrelated with one another so that the reader must go through it if wants to gain maximum understanding. The SQ4R strategy is indeed seen as too mechanistic and complicated, so many people feel reluctant to apply this strategy in their reading activities.

2.2 Previous Studies

There are several previous studies which have conducted about using SQ4R Strategy on student's reading comprehension.

1. The first previous related study was conducted by Fathiyyah El Rahma (2018) from Raden Intan State Islamic University. She conducted a quantitative method entitled "The Influence of Using SQ4R Strategy Towards Student's Reading Comprehension at the first semester of the eight grade of MTs Al-Utruiyyah Bandar Lampung". The experimental of quantitative method is used in the research because the sample of the research was random. The sample took three classes, they were try-out class, control class, and experimental class. In collecting the data, pre-test and post test were given for both classes. The data which had been collected was analyzed by using SPSS version 17. The result was that there is a significant influence of using SQ4R strategy towards reading comprehension at the first semester of the eight grade of MTs Al-Utruiyyah Bandar Lampung. From the data analysis computed by using SPSS, it was obtained

that $\text{Sig} = 0.028$ and $\alpha = 0.05$. it means H_a is accepted because $\text{Sig} < \alpha = 0.028 < 0.05$.

2. The second study was conducted by Nurul Lailatul Khusniyah (2020). The title of the research was “Teacher’s perception on SQ4R in English Reading Comprehension Learning Using Zoom Application”. The method of the study used descriptive qualitative. The process of collecting data used observation and questionnaire. The data is taken from the teacher that taught english reading comprehension subject in semester two at English Dapartment UIN Mataram. The data analysis used data reduction, data display, and concluding drawing. The result of the finding concluded that 80% showed a positive attitude towards the SQ4R strategy in the English reading comprehension class. This can be seen also from the increase in student’s reading comprehension skills. The study results have implications for the suitability of the SQ4R strategy in the reading class through online learning such as zoom.
3. The third study was conducted by Dian Tri Riska Ekawati (2020). The title of the research was “The Use of SQ4R for Improving Reading Skill”. This study employs Classroom Action Research (CAR) at XI TK, using data obtained from two instruments: a post-test and observation sheets. A total of 26 students participated in the study. The findings of this study show that after being taught the approach, student’s reading ability improves. The students acquire an average score increases to 63.3 in the first cycle. The

average score climbs to 73.3 average scores in the second round. The success criteria for this study were that 75% of the students (19 students) got a score of 65.

4. The fourth study was conducted by Dameria Ginting (2021). The title of the research was “The Effect of Using Snowball Throwing Method and SQ4R Method for Student’s Reading Comprehension Skill”. the sample of this reaserch were taken from grade twelve of SMAN 1 Kuala. The data were gathered by using reading text multiple choice test and were analysed by using t-test. The findings showed Snowball Throwing method is significantly affecting the student’s reading comprehension skill in reading news item text. Since the $t_{obs} > t_{table} (\alpha = 0.05) df (58)$, or $9.44 > 1.67155$ ($\alpha = 0,05$) and SQ4R method is also significantly affecting the student’s reading comprehension skills in reading recount text.
5. The fifth study was conducted by Ninuk Lustyantie (2017). The title of the reserach was “Improving English Reading Comprehension Ability through SQ4R Strategy”. The research study was used action research method. The sampling was taken by 34 students. The validity of data used credibility, tranferability, dependability, and conformability. Reading comprehension ability achievement questions prepared by the researcher. The result of the study that t-test result is $t\text{-stat} (11.3) > t\text{-table} (1.997)$. It means that there is a significant difference was found in English reading comprehension ability in

favour of the students who studied reading comprehension before and after the use of the SQ4R strategy.

6. The sixth study was conducted by Julsianta Ginting (2020). The title of the reserach was “The Implementation of SQ4R Method to Teach Reading on Descriptive Text Grade Eight Student of SMP Negeri 2 Berastagi”. The objectives of the research were to find out the profile of the students reading comprehension on descriptive text before and after taught by SQ4R method to find out significance difference of the students reading comprehension on descriptive text before and after taught by SQ4R method.. This research was and quantitative approach. The subject of the research were two cycle. It consisted of 25 students. The data was collected through test; pre-test and post-test. The result of the research showed that, fisrt, thes students profile were different before and after taught by SQ4R method. The mean of pre-test was 43.4 while the mean post-test cycle I 71 and cycle II 83.2. The difference between pre-test and post-test mean was 83.2. therefore, there was a difference between using SQ4R method to teach reading on descriptive text grade eight students of SMPN 2 Brastagi.
7. The seventh study was conducted by Meikardo Samuel (2021). The title of the research was “ Improving Student’s Reading Comprehension through SQ4R Method to the Eleventh Grade Students of SMAN 1 Gunungsitoli”. This research applied Classroom Action Research (CAR). The research findings showed that the application of SQ4R method in teaching reading

comprehension. The results of the test show that the student's mean score is 43.14 with 10% of the student got score ≥ 75 in pre-test, the student's mean score in formative test is 67.05 with 48% of the students got score ≥ 75 and the student's mean score in post-test is 79.62 with 90 % of the students got score ≥ 75.2 . the student's responses towards the application of SQ4R method to teach reading comprehension are positive because above 75% of the students are interested in learning reading comprehension through the application of SQ4R method.

8. The eighth study was conducted by Puput Jianggi (2022). The title of the research was "Using SQ4R Improve Student's Reading Comprehension in Vocational High School". This study intends to enhance the first semester comprehension skills of class X TKJ students at SMK Nagara Kedunggalar using the SQ4R approach. Action Research in the classroom is used in the study. Only one cycle of three sessions was used for the research. Participants in the study include the author, an English teacher, and 26 TKJ students in tenth grade from SMK Nagara Kedunggalar. Both qualitative and quantitative data are present in this study. The results of the pre- and post-tests for reading comprehension are used to generate the quantitative statistic. The three action research methodologies are used to conduct the study in a methodical manner. Their post-test score had a mean value of 83 while their pre-test scores had a mean value of 39. This accomplishment

demonstrates how the SQ4R approach can help pupil's reading comprehension skills.

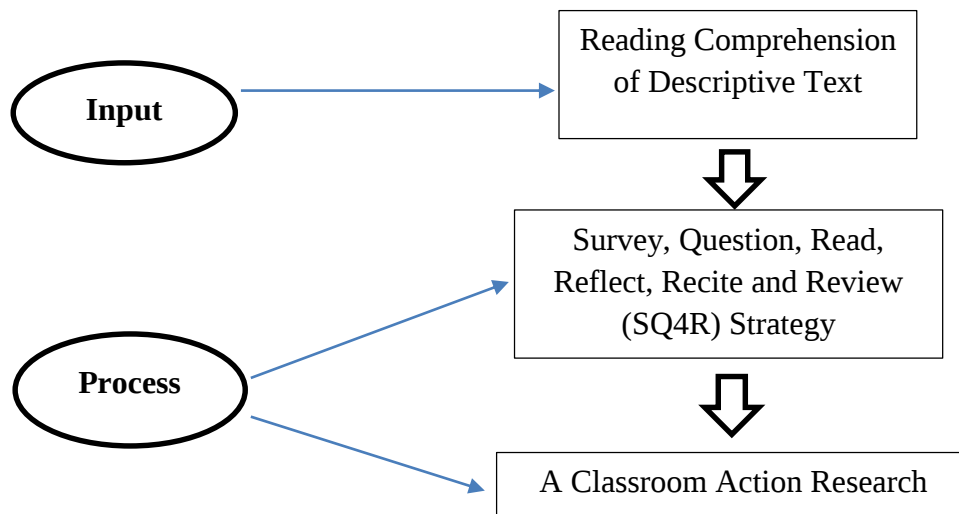
9. The ninth study was conducted by Neaklan Simbolon (2017). The title of the research was "Implementation of SQ4R model to increase reading comprehension ability of elementary students". This research was conducted at SDN Medan Johor. Subjects were 30 students. This research was conducted in two cycles. In each cycle carried out the stages of planning, implementation, observation and reflection. Data collection techniques used are test and observations. The test is used are tests and observations. The results of the research on the initial test level reading ability of students with and average score of 56.16. In the second cycle obtained classical completeness level with an average score of 80.36. using the SQ4R learning model can improve student's reading comprehension skills in Indonesian subjects. Thus, it is suggested that teachers use SQ4R in learning in fifth grade of elementary school.
10. And the last of the previous study was conducted by Murat Basar (2017). The title of the research was "Effect of the SQ4R Technique on Reading Comprehension of Elementary School 4th Grade". The sampling was constituted by 57 students from two different branches of the Ataturk Elementary School in the center of Usak region during the 2nd semester . Reading comprehension skill achievement questions prepared by the researcher and it was used as the data collection tool. These questions were

implemented to both groups before the experiment. Independent sample t-test and kruskal wallis-test methods were used for data analysis. According to the results of the study, a significant difference was found in the reading comprehension skills in favor of the students who studied reading comprehension with the SQ4R technique.

Based on the previous studies, the researcher concludes that with using SQ4R has proven, it can improve the students reading comprehension. And the results of the previous studies mentioned above there are many methods. Which this research uses Classroom Action Research (CAR). So, the difference between this research with previous studies is the researcher using descriptive test, because the previous studies did not used texts, wheres the current study using descriptive text.

2.3 Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram.



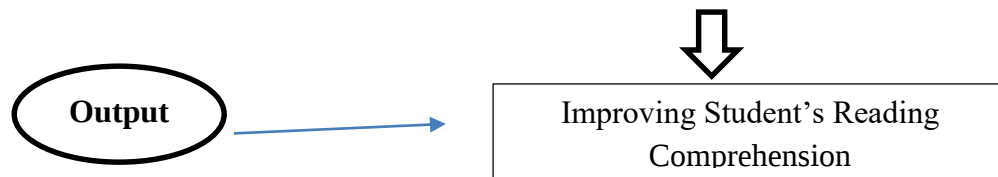


Figure 2.2 Conceptual Framework

The conceptual framework above shows that, the researcher using Survey, Questions, Read, Reflect, Recite and Review (SQ4R) Strategy to improve students' reading comprehension. In the diagram above input, process and output classified briefly in the following input is explanation about reading comprehension, and the process is using SQ4R strategy to help students remember what they read, and can help the teaching and learning process in class which is carried out by reading books. And output it refers to improve student's reading comprehension as their result in learning descriptive text by using strategy.