

II. LITERATURE REVIEW

A. Concept of Reading Comprehension

Anderson in Nunan (2003: 69), states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. He adds that the goal of reading is comprehension. In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on testing readers how to comprehend. Monitoring comprehension is essential to successful reading. In accordance with Anderson, Nuttal (1982:3) has stated that authentic reason for reading is to get something from the writing: fact, ideas, enjoyment, even feeling of family community (from a letter). Reading process is more important than anything else because readers' purpose in reading is to comprehend the text they read.

These concepts basically state that reading always deals with the process of taking meaning from printed materials. It means that in reading activity the purpose of reading is to comprehend what is read. In this process, the reader tries to create meaning intended by the writer.

In reading, there are some processes in transferring meaning from printed materials to comprehension. Clark and Silberstein in Simanjuntak (1988:15) have defined reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of the symbol of the information and ideas communicated. It means that when a reader interacts with print, his prior knowledge combined with the visual (written) information result in his comprehending the message. Additionally, Mikulecky (2008), states that reading is a conscious and unconscious thinking process. She states that a reader approaches a text with a huge store of prior knowledge and experience, including preconceptions about the uses of spoken and written language. The reader approaches are used to comprehend text they read. When the reader is able to comprehend the text he is called a successful reader.

In similar explanation, Pang et al. (2003:6) have stated that reading is about understanding written texts. They explain that 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.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. The background knowledge that each individual reader brought to the reading situation is a primary context variable involved in reading comprehension. Reading comprehension is as much about integrating new information into what readers already know (their background knowledge) as it is about properly identifying words.

B. Concept of Reading Aspects

1. Main Idea

The main idea is the most important piece of information the author wants the reader to know about the concept of that paragraph. Main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the "key concept" being expressed in a paragraph

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

3. References

References are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Inference

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning.

5. Vocabulary

According to Wallace (1987:30) vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

It is understood that a reader is called a good reader if he/ she is able to master these 5 aspects of reading.

C. Concept of Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. In the syllabus of second grade of junior high school, it stated that recount text is one of text that should be mastered by the second grade students.

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened, where this

event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order (Seaton, 2007).

The generic structure of a recount consists of three parts; they are the setting or orientation, events, and re-orientation. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. And the re-orientation expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. The grammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

According to the explanation above, the example of recount text is as follows:

My Adventure at Leang-Leang Cave

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me!

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash. The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

Following is the generic structure of the recount text:

Orientation:

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me!

Event:

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash. The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Novi and my parents, we decided it was time to go back home.

Re-orientation:

We really had the time of our lives

(Source: www.englishindo.com)

D. Concept of SQ4R Strategy

SQ4R is developed from SQ3R, SQ4R is a strategy that guides students to read through 6 steps, Coon and Mitterer (2007) explain this strategy as follows:

1. **S-Survey:** means that the reader should be familiar with the organization and general content of the material read. For example, skim through a text before you begin reading it. Start by looking at topic headings, figure captions, and summaries. Try to get an overall picture of what lies ahead.
2. **Q-Question:** means that the reader should form questions that can be answered as he read. The easiest way to do this is to turn boldface headings into a question. Then the reader writes questions for each heading and subheading. For example, as you read, turn each topic heading into one or more questions. For example, when you read the heading “My Adventure at Leang-Leang Cave” you might ask, “What was the writer’s adventure at Leang-Leang cave?” “Where is Leang-Leang cave?” “How did the writer climb into the cave, embedded into the small mountain?” Asking questions helps you read with a purpose.
3. **R-Read:** means that the reader should read one paragraph at a time and read with a purpose. Reader read the materials, section by section. For example, as you read, you look for the answers to the questions that you formed from the heading of that section, look for answers to the questions you asked. Read in short “bites,” from one topic heading to the next, then stop. For difficult material you may want to read only a paragraph or two at a time.

4. **R-Recite:** means that after the reader finish each section he should stop. Reader can check their level of understanding and answer their questions for the section. If the he cannot, look back and find the answer. Then check his recall again. For example, after reading a small amount, you should pause and recite or rehearse. That is, try to mentally answer your questions. Better yet, summarize what you just read in brief notes, because making notes will show you what you know and do not know, so you can fill gaps in your knowledge.
5. **R-Relate/ Reflect:** means that reader reflect on how his own life experience relates to what he is reading increased his memory of his textbook material. For example, as you read, try to relate new facts, terms, and concepts to information you already know well or to your own experiences. You've probably noticed that it is especially easy to remember ideas that are personally meaningful, so try to relate the ideas you read about to your own life. This may be the most important step in the SQ4R method. The more genuine interest you can bring to your reading, the more you will learn.
6. **R-Review:** means that when the reader have finished the whole reading assignment, go back to each heading; recall this question and try to answer it. For example, when you're done reading, skim back over a section or the entire chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. Try to make frequent, active review a standard part of your study habits.

The following are further explanation of SQ4R method:

The first step of reading process is surveying the content of text. 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” of a framework of the main ideas, which will help to hold the detail together later (Richardson & Morgan, 1997).

In the first step, the reader can read the titles and subtitles to determine the topic. The reader first read the introductory paragraph, familiarize himself with the bold and italicized words, look up the definitions in the textbook’s glossary or in a dictionary, read the notes in the margins, look at the pictures, charts, graphs, and map, read their captions, read the study questions at the end of the chapter, and read the last paragraph and the conclusion or summary at the end of the chapter.

The second step of SQ4R is making questions that may be answered by the material. Having students develop questions gives them a purpose for reading. 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, 1997).

The third step of SQ4R is read the text. 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). 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 reader finish reading. In this strategy, the students should look for information that answers the predicted questions, and take note of unexpected ideas. That is why the students do reading slowly. In this case, the students are suggested to underline the main idea and supporting details by using pencil or pen.

Recite is the fourth step. This step encourages students to use their own words and not simply copy from the book. This increases memory and assures greater understanding (Richardson & Morgan, 1997). After the student has read the selection, they should close their book and write the answers to the questions they developed. The answers should be written in their own words and not copied out of the text. If a student cannot answer a question they should reread. Students should also jot down key examples and make brief notes (Richardson & Morgan, 1997). If students cannot answer a question, they may find that they need to revise their question.

Recite literally is a self examination. After reading each section of text, the students take a few minutes to recall the important points. In order to actively

make mental connections among main ideas and details, the students can recite them aloud or write them down. Then, the students go over the answers to the predicted questions. The students who spend most of their study time reciting rather than reading will do better on test because reciting gives practice answer of the test.

The fifth step is reflecting. Reflecting help students to relate the reader own life experience. Anderson in Nunan (1982:74) states that if students are reading on an unfamiliar topic, teacher may need to begin the reading process by building up background knowledge. It means that relate or reflecting literature topic to readers' can build their understanding deeper than when students are not asking to relate literature topic with their background knowledge.

The last step in SQ4R is 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.

According to Richardson & Morgan (1997) 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.

E. Procedures of Teaching Reading through SQ4R Strategy

Richardson & Morgan (1997) has prescribed the procedures of teaching reading through SQ4R for groups, and based on those procedures the writer modifies the steps as follows:

Pre-activity

1. Students are greeted by the teacher.
2. Students' attendance list are checked.
3. Students are asked about their daily activities and about their past experience (e.g. "have you ever gone to Bali?").
4. Students answer the questions related to the material they will learn
"Do you know about recount text?", "What do you know about recount text?", "Have you ever read recount text?"

Whilst-activity

1. Firstly, students listen to the teacher explanation about SQ4R strategy and follow teacher instruction based on the SQ4R procedure. Students are explained that SQ4R can be used to help them comprehend text easily.

2. Then, students provided with a reading text. In this research, teacher will give recount text as the reading text material.
3. **Survey:** After the students provided with reading text, they are asked to see a title of the text. Then, the students skim text and give an overview about the text.
4. **Question:** After the survey stage the students make some questions about the text before they read the whole text. This is a part of study process because it encourages the students to stimulate their interactive sense.
5. **Read:** Next, the students read the whole text carefully. By reading the whole text students can get some new ideas and compare them with their already made question.
6. **Recite:** Following the read stage the students answer the questions they made by their own words and share their idea with other students.
7. **Relate:** After reading the whole text, the students relate the information they get from text to their own experience. Therefore this step is called relate.

8. **Review:** Finally, as a review, the students remember what have been learnt by reading their notes to help them understand the whole text given.

Post-activity

1. Students share the difficulty in understanding the lesson.
2. Students summarize the text.
3. The summary of the lesson is reinforced by the teacher
4. Students listen to the closing of the meeting.

F. Advantages and Disadvantages of Using SQ4R Strategy in Teaching Recount Text

As one of the strategy in teaching reading, SQ4R can give advantages and disadvantages in teaching recount text reading. The advantages and disadvantages of using SQ4R in teaching reading are as follows:

- a. The advantages:

Since in SQ4R strategy reader are asked to use their own idea about the text, SQ4R involves higher thinking skill like originality and creativity. SQ4R strategy also build students independency in finding solution, so it can challenge students to be active in learning

- b. The disadvantages:

Since there are six stages used in SQ4R, this strategy is quite consuming time, and making teacher's function more challenging.

G. Theoretical Assumption

Based on the theories above, the writer assumes that the SQ4R strategy is a suitable strategy in teaching reading, particularly in improving students' comprehension. By applying SQ4R strategy reader can be actively involved in reading lesson. SQ4R requires independency and activeness of the students as it involved the higher thinking and activity during the process. Therefore, the writer assumes that SQ4R strategy is applicable to increase the students' achievement in reading comprehension of recount text.

H. Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follow:

H₀ : There is no significant increase of students reading comprehension achievement of recount text before taught through SQ4R strategy and after taught through SQ4R strategy.

H₁ : There is significant increase of students reading comprehension achievement of recount text before taught through SQ4R strategy and after taught through SQ4R strategy.