

## **II. FRAME OF THEORIES**

This chapter describes the concepts which are related to the research, such as concept of reading comprehension, aspects of reading, the nature of report text, definition of report text, function of report text, generic structures of report text, concept of SQ3R technique. This chapter also describes procedure of teaching reading report text through SQ3R technique, theoretical assumption, and hypothesis.

### **2.1. Concept of Reading Comprehension**

Reading is one of the important skills that were need by the students from elementary school until university. By reading the students are able to get a lot of information based on what they have already read.

Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is as a result of the interaction between the perception of graphic symbol that represent language and the readers' language skills and the knowledge of the world.

Clark and Silberstein (1987) define that reading as an active cognitive process of interacting with print material and monitoring comprehension to establish

meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Afterward, Mc Whorter (1986: 12) states that reading is a way of taking new ideas and identifying information to be learned. It means that if someone is reading text, he may find new things that he has not known and he may also find information that will help in learning something. In this case, his knowledge will certainly be better than before.

Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge about the text they read will have difficulties in comprehending the text.

To be successful reader, one must comprehend or understand the information in the written materials according to Dallman (1982: 23) says that "Reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognize. That is without comprehension, no reading takes place". It concludes that comprehension is the most important thing in reading textbooks or written material.

From the definitions above, the researcher states that reading as one of the language skills is a complex skill. It is not enough for reader to understand a set of words in sentences only. The reader must be able to grasp the message from

graphic symbols. Reading activity is not merely a physical process but it is also mental process. A good reader should be aware that actually reading cannot stand by itself.

Meanwhile, comprehension can be said as a crucial of aspect reading. In fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. Reading comprehension means that a reader acquires from reading it is highly related to the conceptual background of the reader. In reading process a reader utilizes vision, perception, comprehension, and reaction (Brown, 1987: 6).

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6) understanding a text is an interactive process between the readers' background knowledge an the text.

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

According to Doyle (2004) comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the readers' ability in finding and determining main idea and topic from the text.

Finnocchiaro and Bonomo (1973: 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use the contextual clues and recognition of cultural allusions.

Smith (1982: 15) states that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt alternative interpretation or decisions in our mind.

Referring to definition above, it can be said that in comprehending the texts the students have to know their technique in reading. It means to make them easy to identify the specific information in the texts. One aspect that becomes essential in students’ reading is the reading technique. Students’ competence in comprehending the specific information, words and surface meaning in texts that is described by students’ score with an appropriate technique.

## **2.2. Aspects of Reading**

Referring to the concept above, in order to know the students’ reading comprehension ability, the teacher must involve some aspects that really essential in reading comprehension. The reading aspect should not only understand the

surface meaning of the text but also understand the purpose of the main idea of the reading text.

There are five aspects in reading, they are:

### **1. Main Idea**

In line with Mc. Whorther (1986: 38) the sentence with that states this main idea called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that the author develops through out the paragraph.

### **2. Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. (Mc. Whorther, 1986: 36)

### **3. References**

According to Latulippe (1986: 20) defines that reference are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

### **4. Inference**

In relation to make inferences, Kathleen (1986: 31) states that an inference is an educational guess or prediction about something unknown based on

available facts and information. It is the logical connection that the reader draw between he observe or known and what he does not know.

## **5. Vocabulary**

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

### **2.3. The Nature of Report Text**

Referring to 2006 (KTSP) curriculum, there are some types of text that should been recognize and comprehend by the second grade students of SMA/MA; narrative, report, hortatory and analytical exposition, and spoof text. In this research, the text that will expose is report text.

#### **2.3.1. Definition of Report Text**

Report is a text which can be written out with a descriptive technique. It describes an object to the readers (Siahaan and Shinooda, 2008: 43).

According to Seoprpto and Darwis (2006: 9) report text is a kind of text which presents information about something based on systematic observation and analysis of phenomena in the world. In short, report text describes as the way certain things and frequently refers to phenomenon of nature, man-made and social phenomena in the environment.

The term of report used in this research is based in the report text which is exposes in 2006 (KTSP) curriculum; stated by Gerott and Wignel in Depdiknas, (2005). This kind of text is also called *Report* by Hammond et.al. in Depdiknas, (2005), Hardy and Klarwein (1990) who has classified this term into two types, that is: Show Report and Long Report. Beside, Dewewiaka in Depdiknas (2005) called this term as information Report. It is need to notice that the term of report here is different from Newspaper Report which is used by Hardy and Klarwein in KTSP, Newspaper Report called News Item, so it is different from the report text.

### **2.3.2. Function of Report Text**

Report text describes the general characteristic from certain things; living or nonliving things (Depdiknas, 2005). Although the function of this text is to describe something, this text is different from descriptive text which explains certain thing specifically and without generalization.

Furthermore, report text has the following function: to inform (Hardy and Klarwein in Depdiknas, 2005), to provide information about natural and non natural phenomena (Hammond, et.al. in Depdiknas, 2005), to document, organize and store factual information on a topic, classify and describe the phenomena of our world; about whole class of things like hones, bikes, or oceans. (Derewainka in Depdiknas, 2005), to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. (Gerot and Wignel in Depdiknas, 2005), to describe the way things are, with reference to a whole of

phenomena, natural, synthetic and social in our environment (Callaghan and Rothery in Depdiknas, 2005).

### **2.3.3. Generic Structures of Report Text**

Like other text, report text has its own structures or Generic (Schematic) Structures, they are: (1) General classification. It tells what the phenomena under discussion are. (2) Description. It describes and tells what the phenomena under discussion are like in term of parts (and their function), qualities, habits or behaviors, if living; uses, if non-natural (Gerott and Wignell in Depdiknas, 2005).

Meanwhile, according to Hardy and Klarwein in Depdiknas (2005), report text is divide into two types, they are: Short report and Long report. In short report the generic structures are: classification which can also begin with definition and description of subtopic, in sequence given in the question. In long report, the generic structures are: classification or definition and description of features in order of importance.

Beside, Derewiaka in Depdiknas (2005) states this following generic structure of report text: (1) Opening general statement/ general classification, (2) sometimes the opening statements may also indicate a particular aspect of the topic that is being treated, E.g. There are many different types of a bike in Australia. (3) Facts about various aspects of the object (color, shape, habits, behavior, etc); giving examples, comparing and contrasting, describing components and their function.

According to the features above, here is example and the organization of report text:



## BUTTERFLIES

### **General Classification:**

Butterflies are colorful, flying insects from the Lepidoptera order. Because they are insects, they have three body parts. The three body parts are called the head, thorax, and abdomen. They also have six jointed legs, two knobbed antennae, compound eyes, and an exoskeleton.

### **Description:**

Butterflies' four wings are unusual, because they are scaly. Their bodies are covered in little hairs.

To eat, butterflies use their long straw-like tongue, called a proboscis. They sip nectar from flowers. They keep their proboscis uncoil it to drink. Because butterflies and moths are so similar, people confuse these two insects. While they are similar, they are not the same. Moths are also from the Lepidoptera order and they have the same body parts as butterfly, except their antennae are not knobbed. Both butterflies and moths have four wings. On the other hand, the moth's body is hairier than the butterfly's body.

Moths use a proboscis to eat just likes the butterfly does. They both sip nectar from flowers.

There are two big differences between these two insects. One difference is butterflies fly in the daytime and moths fly at nighttime. Butterfly hold their wings closed above their bodies when they are standing still. In contrast, moths hold their open wings out to their sides when not flying.

## **2.4. Concept of SQ3R Technique**

The SQ3R technique of integrative reading, proposed by Robinson (1961), involves five steps, namely: survey, question, read, recite, and review. It means that to help the students in reading process, the teacher may offer this technique by following its steps.

Nuttal (1982: 169) explains this technique as follows:

1. Survey (S) means that before beginning reading look through the whole chapter. See what the headings are-the major ones and the subheadings; hierarchical structures seem to be particularly easy for our brains to latch onto-check for introductory and summary paragraphs, references, etc.

2. Question (Q) means that the reader should pause to create some questions by himself about the content of the texts. This part of study process, intended to make the reader think about his purpose in reading and what he wants to get out the text. It also involves some attempts at prediction.
3. Read (R1) means that the reader should carefully look for the answer based on the question made and make sure that he has not overlook anything else that is relevant.
4. Recite (R2) means that it is not reciting the text, but the answer of the question made. The essential thing is to reprocess in some way the silent points gained from the text.
5. Review (R3) means that the reader should remember what has been learned. At this stage the aim is to process the information in a useful form and to integrate it with his previous experience.

Based on this technique, the first time of reading process is surveying the content of the text. The purpose is to look for the chapter title, subtitle, heading and subheading. This survey is the process of becoming familiar with the broad outlines because it provides the reader with a framework, an overview of what it is all about. Mc Whorter Katherine (1982) says that survey gives the reader mental organization. The reader can get a simple way to point out the important thing before stepping in reading.

Second is question, Menlick (1965) notes that questions establish a basis for identifying and clarifying the purpose of reading. That is why we find a list of questions which should be answered before the process of reading itself. It means

that those questions will help the reader understand the content of materials read by following guidance.

Mc Whorter Kathleen (1986) proposes some guidance that can be followed by the step in this question, namely:

1. Preview before trying to ask question. Previewing guides the reader about what is important and indicate what the reader should ask about.
2. Take each major heading and turn it into a question. The questions should ask something that the reader feels is important to know.
3. As the reader reads the section, look for the answer to the question.
4. When the reader finishes reading a section, stop and check to see whether the reader has found the answer.
5. Avoiding asking some questions that have one word answer. Questions that start with what, why, and how are useful.

The guidance above give information for reader of what he should do to allocate his purpose in reading.

The third step of SQ3R is reading itself. In this technique, reading is done slowly. It emphasizes upon remembering details. It means that the students should read the material section and look for the answer of questions formed. In this case, the students' area suggested paying attention only to the materials that related to the question. To ease this work, the students can use a pencil or making pen to outline main ideas. Underlining the supporting material may help them.

The fourth step is recites. It literally is self-examination. Here the students attempt to answer for themselves questions that are posed without referring to generally it is recommended that recitation should occur as soon as possible after reading.

It means that recitation is the action of repeated information silently or aloud to learn and remember it. It is the seeking of answer to self-imposed questions and rather than setting for rote memorization. The student who spends most of their study reciting gives practice answer of test.

Shepherd (1978) proposes three elements to recite, namely:

1. Read the title of the information to be learned and turn it into question.
2. Try to answer the question silently or aloud without reading it.
3. Read the information in notes to make certain that the students can answer the questions they made correctly.

The fifth step of SQ3R technique is review. It was done after the students finish reading. The suitable way is go back over the important ideas (Katheleen, 1982). It means that of the students have finished the whole reading assignment, go back to each heading, recall the questions made and try to answer them.

Descant (1982) says that review is critical examination with the goal of integrating the content and acquiring useful generalization. The students are expected to be able to transfer the meaning of the content in their memory in reviewing. They need to read over their notes or outline, to learn the questions and try to answer or to think over the basic point they plan to use in class discussion. To do it, the students in this class can be divided into several groups for making

them getting motivated in reviewing. The students will gain a clear information about the last step namely review. Therefore, the students have already study to refresh their memories about this reading material.

## **2.5. Procedure of Teaching Reading Report Text through SQ3R Technique**

Robinson (1962: 12) states that SQ3R technique can be applied individually. It means that the SQ3R technique can be used to develop one's personal ability to comprehend the whole text.

However, Nuttal (1982: 17) has prescribed the procedures of teaching reading through SQ3R for groups as follows:

1. Firstly, after the class is divided into several groups, the teacher provides them with a report text.
2. Then, the students asked to see what the headings are the major ones and the subheadings; hierarchical structure seem to be particularly easy for our brains to latch onto check for introductory and summary paragraph.
3. After the survey stage the students asked to make some question to the text before they read the whole text. This is a part of study process, because it encourages the students to stimulate their interaction sense.
4. For the complete input the students asked to read the whole text carefully. This part contributes the students with a complete comprehension. They can add the information that they have not know.
5. Following the read stages the students answer the questions they made, and share their idea with other students.

6. Finally the students asked to remember what has been learned by writing a summary. This stage is the process of information the students have just learned with their previous experience.

## **2.6. Theoretical Assumption**

From the literature review above, the researcher assumed that SQ3R technique seems to have an impact toward students reading ability. The students had to be able to identify contents of their reading text. Therefore, a possible technique should be matched with students' purpose in reading. An appropriate technique was considered to develop students' reading ability.

Senior High School students had report text as their reading text based on School Based Curriculum. SQ3R technique is appropriate to be applied as students' technique in reading. Using SQ3R technique would change a passive reader into an active one. SQ3R is a useful technique for absorbing written information. As mention earlier, SQ3R would give the students a mental organization. It also helps the students to find out the information from the text quickly and clearly. This technique would help the students to remember what they have learnt. Therefore, the students should have reading knowledge in order to make the students understand what they should be to comprehend it in order to find out the message stated by the author in the reading text.

## 2.7. Hypothesis

Referring to the theoretical views presented earlier, the researcher states the hypothesis as follows:

H<sub>0</sub> : There is no significant improvement of students' reading comprehension achievement of report text before and after treatment of SQ3R technique.

H<sub>1</sub> : There is significant improvement of students' reading comprehension achievement of report text before and after treatment of SQ3R technique.