II. LITERATURE REVIEW

In this chapter the researcher reveals several previous studies and concepts related to this research. The concepts are concept of reading comprehension, level of reading ccomprehension, concept of teaching reading comprehension, types of reading texts, concept of folktale, the description of SQ3R technique, procedure of teaching reading comprehension through SQ3R technique, theoretical assumption and hypothesis.

2.1 Concept of Reading Comprehension

Reading functions as the window of knowledge in which people are able to know much information they can not get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, one will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. In reading, the reader will find the reason, example, explanation, comments, notes, and summary of the news. Meanwhile, in other skill, they may just get the main information without having the additional explanation he/she might need.

There have been several definitions of reading proposed. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to recreate the meaning intended by the writer.

Clark and Silberstein (1987:2) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and ideas communicated.

Mackay in Simanjuntak (1988:15) define reading as an active process. The reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitudes and beliefs.

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

The main purpose of reading is comprehending the text he/she reads. Comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

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 reader's ability in finding and determining main idea and topic sentence from the text.

Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

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. From these concept basically, it can be understood that reading needs comprehension.

2.2 Level of Reading Comprehension

To be able to understand the articles and essays, Shepherd (1978:86) says that a reader needs to know the levels of comprehension skills. He says that there are four levels of comprehension skills, i.e. literal level, interpretive level, critical level and creative level.

1. The Literal Level

This level is the simplest level. It means that what the reader needs to do is to reproduce the facts as they are related by the author. At this level, questions are factual and detailed such as :

Where did yoursister go last week?

What did you buy in Lampung Plaza yesterday?

What materials and equipment do you need for the experiment?

So, the skills needed for this level or understanding are noting factual data , sequence, chronology, and enumeration. To answer the question of this level, the student can state in a parrot-like manner what the author has written with little or no understanding.

2. The Interpretive Level

This levels requires the reader to go beyond the information given by the author. The reader is now required to see the significance of the data : to note various relationship such as cause and effect and relation of the part to the whole, to make comparisons, to draw conclusion and inferences, and to make generelizations. The teacher can help the students see how facts are intererelated by such questions as:

Explain why do you think the author told this story.

Explain how the hiding place for the stolen money showed the robber's ingenuty.

At this level, class discussion is vital for the development of competence.

The comments and ideas of the students help develop each other's interpretation.

3. The Critical Level

At this level, the students learn to evaluate and judge the information and the authors presentation of it. Skills at this level are aimed toward evaluating the author's use of language for guiding the readers interpretation ; noting evidence of the author's bias, his qualificaton, his point of view, intent,and truthfullness. Questioning at this level may take the form of :

What would be the result of your experiment if you used three grams of sodium sulfate?

Judge the validity of the young man'for leaving his jobs.

Class discussion is again valuabe since the students will need help in making evaluation and judgements. This standard may come from factual evidence, or from society's and their ownscale of values.

4. The Creative Level

This level requires the student's involvement with the information presented as he uses it to formulate or to rethink ideas of his own. Obviously, the reader is best able to think creatively about the information he has read when he knows what the author has written, has made interpretations basic to his purpose,and has evaluated the partinence of the information. Questioning at this level might consist of open-ended queries which require the student to include his own knowledge, views, and values:

> *What is the most crucial part of the experiment? Why?*
> *What would you do if you found yourself face to face with the robber in the story?*

The four levels of comprehension skills are very important to the university students, because they are expected to be given textbook reading assignment.

In this research, the researcher only implemented the literal level and the interpretive level for the test items. The reason for choosing the two levels as the test items was because they were the simplest level. They were suitable level for 2nd year students of junior high school (intermediate level).

2.3 Concept of Teaching Reading Comprehension

Alyousef (2005: 143) says that *teaching reading*, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: *pre-, while-, and post- reading stages*. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing text. The aim of while-reading

stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: translation. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

Suparman (2005: 1) states that there are two major reasons for reading: (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information readers get).

Harmer (1997: 70) states the principles behind the teaching reading:

1. Reading is not a passive skill.

2. Students need to be engaged with what they are reading.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

4. Prediction is a major factor in reading.

5. Match the task to the topic.

6. Good teachers exploit reading texts to the full.

Teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They used reading technique to make their reading effective and efficient, and *SQ3R* technique is possible to be applied by the Junior High School students in their reading.

2.4 Types of Reading Text

Types of reading texts are divided into two, they are Short Functional Text and Monologue Text (Nainggolan, 2010). The text that will be used in this research is Monologue Text. There are nine common monologue texts, i.e. descriptive text, report text, procedure text, recount text, news item text, explanation text, spoof text, anecdote text, and narrative text.

1. Descriptive Text

Descriptive text is a text which talks about or describe on a particular person, thing, or place.

1. Report Text

Report text is a text which talks about or describes a whole class of things (general). It describes and tells what the phenomena are like, in terms of parts: their functions, qualities, habits or behaviors.

3. Procedure Text

Procedure text is a text which tells us how something is accomplished through a sequence of action or steps. For example: recipes, games rules, appliance manuals, etc.

4. Recount Text

Recount text is a text which tells what happened. The function is to retell events for the purpose of informing or entertaining

5. News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Explanation Text

Explanation text is a text which explains about the process of what happened in the activity that is connected with science world, natural phenomenon, social-culture, and etc.

7. Spoof Text

Spoof is a text which tells about an event, strange or funny event based on the real activity. The function is to entertain and it is usually ended with something unexpected (twist).

8. Anecdote Text

Anecdote is a short and amusing or interesting story about a real incident or person, especially of an interesting or amusing nature.

9. Narrative text

Narrative is a text which tells what happened. The functions are to amuse, entertain, and to deal with actual or vicarious experience in different ways. There are some genres of literary text which fit to be classified as the narrative text. Some of them are: **folktale**, myth, folklore, fairy tale, etc.

2.5 Concept of Folktale

Folktale is a kind of narrative text. It is a tale or legend originating among a people and typically becoming part of an oral tradition. It is a short story that events explain or narrate certain supernatural or mysterious facts but are meant ultimately to entertain and express most values. Folktale is a type of folk literature (genre) that has 6 elements, they are:

1. They usually do not have an identifiable author or often retold.

2. They originate as oral telling.

3. They have characters that are either all "bad" or all "good".

4. They have fantastic or unrealistic elements.

5. A moral or lesson that is easy to figure out.

6. The folktale is set in a vague, historical past "long ago".

Apparent characteristic of folktale is the simple way of telling story without complicated structure. Story-telling is direct and starting with important characters in the story. Mallikamas (1975, 99-100) states the main characteristics folktale as follows:

1. Folktale is told with ordinary words. It is a prose, not a verse.

2. Folktale has been orally passed on for generations. With developed writing, folktale may be written down based on the stories previously told by mouth.

3. There is no indication of the original story teller. It is usually referred that the story has been told from their precedents who were important persons in the past. This differs from contemporary literatures which clearly indicate the authors' names.

Folktale is a fictitious story told to amuse and amaze the listeners. Such stories were orally passed down through the generations and feature morals or lessons. The stories usually take place long ago in a faraway place and are woven around talking animals, royalty, peasants, or mythical creatures. In a folktale, goodness is always rewarded. Heroes and heroines live happily ever after while villains are suitably punished. Folktales usually have no identified author, but they mirror the values and culture of the society from which they originated. The examples of folktale are "Malin Kundang", "Sangkuriang", and "Si Pahit Lidah & Si Mata Empat" (the last one is a folktale from Lampung Province).

It is standard assumption in the field of reading that children's interest affects their comprehension and attitudes toward written material. Asher in Baldwin (1985:498) says that children have better comprehension when they read materials in topic which are highly interesting to them. It means that promote positive attitude toward reading, the teacher have to provide students with reading texts that match to the students' reading level and interest. There are many materials can be used to reading ability such as magazines, newspapers, bulletin, literary texts, and others. In this research, the researcher will use literary text in the form of folktale. Folktale is a part of literature, and in this research, the researcher will use literature as a source. There are several advantages of utilizing folktales in teaching raeding comprehension, they are :

- Promote introspection and self-awareness

- Encourages exploitation of reading resorces

- Promote greater language awareness

- Promote planning for individual reading

(Carter and Mc.Rae, 1999;47)

Here is the examples of folktale:

SI PAHIT LIDAH AND SI MATA EMPAT

Once upon a time, there were two local toughs, and they were very famous among the natives. The first one was known as *Si Pahit Lidah* and the other was known as Si Mata Empat.

Pahit Lidah earned his name because he had poisonous tongue and was able to turn things into stone as he commands, and as for Mata Empat, he had pair of extra eyes at the back of his head. Those two guys then heard about each other's reputation and fame. Sensing rivalry, they arranged themselves to meet and to prove their skills. It wasn't one on one duel, but they have approved a way for their match.

The rule was they would take turn lying under a palm sugar tree (face down) while their opponent that was on the top of the tree would drop the heavy sharp pointed fruits. The person who could dodge the fruits in time would be regarded as the winner.

First was Mata Empat's turn. He lied facedown under the tree while Pahit Lidah cut the fruits above him. Having a pair of eyes at the back of his head, Mata Empat was able to see clearly when the fruit was dropped and managed to dodge in time. The next turn was Pahit Lidah's. While lying on the ground, he planned to turn the fruit's stem into stone so it could not be cut by Mata Empat. But it was a miscalculation. He was too late in turning the stem into stone. Instead of the stem changed, it was the fruit that changed into stone. The huge stone fell on his head and killed him instantly.

Mata Empat climbed down from the tree and approached the body of his opponent. He was curious and wondered whether Pahit Lidah really had poisonous tongue. So he touched the tongue with his fingers and then tasted the fingers to find out. The words that it was a poisonous tongue were proven to be true, and Mata Empat instantly died because of the poison. The natives then buried those local toughs' bodies by the Ranau Lake.

2.6 The Description of SQ3R Technique

SQ3R technique is a technique to help the students in reading process. SQ3R stands for the five sequential techniques. They are survey, question, read, recite, and review.

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

1. Survey (S) means that the reader should go through the text is relevant to read and to get an overview of its main ideas.

2. Questions (Q) means that the reader should pause to create some questions by himself about the content of the text. This part of study process, intended to make the reader think about his purpose in reading and what he want 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 overlooked anything else that is relevant.

4. Recite (R2) means that is not reciting the text, but the answer of the question made. The essential thing is to process in some way the silent point gained from the text.

5. Review (R3) means that the reader should remember what has been learned.

Based on this technique, the first step is **survey** the content of the text. The purpose is to look for the chapter title, subtitle, heading, and sub heading. This survey is the process of becoming familiar with the broad outline because it provides the reader with a frame work, an overview of what it's all about. Survey refers to skim the reading text quickly. Honecock (1987:194) denotes that in preview skimming a reader read the introductory information the heading, and the subheadings. One of the easiest ways to skim reading is to pay attention at the central section of a text and then to run our eyes own the centre areas. The students concentrate on the topic sentence of the paragraph .Kathleen (1982:178) says that survey give the reader mental organization. The reader can get a simple way to point out the important thing before stepping in reading.

The second step is **question**. Melnic (1965:231) notes that question 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 material by following guidance.

Kathleen (1982:134) 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 reader should ask about.

2. Take each major heading and turn it into a question this question should assume thing 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, question 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. Melnic (1965:123) gives list two main functions of this text, they are:

1. As diagnostic tool, the unstructured questions that are made by the student permit the teacher to observe a variety of individual responses, how the students approaches the reading process of passage. The students tendency to relate ideas or perhaps to focus on isolated details, the students' ability to organize what are being read.

2. As an instructional tool, the questions help the students to identify the author's purpose and clarify meaning of the text. The students can write down their question before, during or after the reading process as bass for review. Formulating questions before reading certainly encourage students to seek their answers as their read.

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

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

From the explanation above, the researcher concludes that recitation is the action of repeating information silently or aloud to learn and remember it. It is the seeking of answers to self-imposed questions and rather than settling for rote memorization. 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.

Shepherd (1987:132) 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. Reading the information in notes to make certain that the students can answer the question they made correctly.

The fifth step or the last step is **review**. It is done after the students finish reading. The suitable way is go back over the important ideas (Kathleen, 1982:214). It means that if the students have finished the whole reading assignment, go back to heading, recall the questions made and try to answer them.

Descant (1982:127) 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 question and try to answer or to think over the basic point they have got in class discussion. To do it, the students in the class can be divided into several groups for making them getting motivated in reviewing. The students will gain clear information about this reading material through this SQ3R in discussion after the last step namely

reviews. Therefore, the students have already studied to refresh their memories about this reading material.

2.7 Procedure of Teaching Reading Comprehension through SQ3R Technique

There are some steps of teaching reading through SQ3R technique. Nuttal (1982:171) has prescribed the procedure of teaching reading through SQ3R for group as follows:

1. Firstly, after the class is divided into several groups, the teacher provides them with a reading text.

2. Then, the teacher asks the students to go through the text relevant to be read or not to get an overview of its main idea.

3. After the survey stage, the teacher asks the students to make some questions to 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.

4. For the complete input, the teacher asks the student to read the whole text carefully. This part contributes the students with a complete comprehension. They can add the information that they have not known. (Read)

5. Following the read stage the teachers asks the student to answer the question they made, and share their idea with other students.

6. Finally, the teacher asks the students to remember what has been learnt by writing a summary. This stage is the process of information the students have just learned with their previous experience. (Review)

From Nuttal's procedure of teaching reading through SQ3R technique, the researcher modifies the procedure as follow:

a. Pre-Activity

- Teacher greets the students.

- The students are given the brainstorming of the material based on their background knowledge.

- The students are informed about the material they are going to learn, the goals of learning, and the reading technique that will be used.

b. While-Activity

- The teacher introduces SQ3R technique to the students ; tells the procedures and how to learn the lesson through its procedures.

- The students are divided into group. Each group consist of 3 or 4 member.

- The students are given the reading text to the students.

- The teacher begins the procedures of SQ3R technique

  1. Survey   : teacher asks the students to skim the text for about four
                     minutes.

  2. Question   : teacher asks the students to make questions related to the
                     text for about five minutes.

  3. Read   : teacher asks the students to read the text in detail to look
                     for the answer from their question for about fifteen
                     minutes.

  4. Recite   : teacher asks the students to recite the questions that they
                     have made for about six minutes.

  5. Review   : teacher asks the students to retell the content of the text
                     for about twenty minutes.

- The teacher checks the students work.

- The teacher rehearses the process of SQ3R by delivering a new question (for instance about details of the text).

- The students answer the questions correctly on their answer sheet.

- The leader from some group comes in front of the class to read the answer of his group.

- Teacher gives response toward the students' answer by giving revision or additional information that the students have not conveyed yet and also lead the discussion into a conclusion.

c. Post-Activity

- The students ask their difficulties related to the topic.

- The teacher infers what the students have just already learnt.

- Closing the meeting.

2.8 Theoretical Assumption

From the literature view above, it was assumed that learning technique seems to have an impact toward students reading ability. The students have to be able to identify content of reading text. Therefore, a possible technique should be matched with students' purpose in reading. An appropriate technique is considered to develop students' reading comprehension.

SQ3R technique is appropriate to be applied as students' technique in reading. Using SQ3R technique will change a passive reader into an active one. SQ3R is a useful technique for absorbing written information. As mentioned earlier, SQ3R will give the students a mental organization. It also helps the students to find out the information from the text quickly and clearly. This technique will 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 have learnt. The students are expected not only able to read the written symbol, but also able to comprehend it in order to find the message stated in the reading text.

2.9 Hypothesis

Based on theoretical assumption above, the researcher formulated the hypothesis as follows: There was any significant increase of students' reading comprehension achievement in folktale after they are taught through SQ3R technique.