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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Nature Reading

Reading is one of the important language skills especially in English. Reading cannot be separated from teaching learning process. In Indonesia reading is one of the skills that students should master from elementary school until university level. Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Patel ( 2008:113), reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading is an important tool for academic success. Nation (2009), reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help to learn new vocabulary grammar, and through success in language use it can encourage learners to learn more and continue with their language study. Reading can help the learners to gain new information and also can encourage learners' interest to learn about new vocabulary and grammar. Ricards (2002:306), reading is perceiving a written text in order to understand its content. It means that reading is the activity to comprehend the text, and by comprehending the text, get the information or messages

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from the researcher. Hasibuan (2007:114), reading is to gain information, knowledge, and can criticize a writer's idea and style. It means that the students should read the material by themselves. If the students do not read the text by themselves, they do not know the topic and the researcher's opinion. Understanding is very essential in reading because the purpose of reading is students can comprehend what they can get the information.

From the ideas above, it can be stated than reading is the power to get an idea or meaning from a written text, and reading makes comprehend from what the readers read.

## 2. Reading Comprehension

Reading does not occur in a vacuum, it is done for purpose, to achieve some end. the students are expected to comprehend the text. Because, if they do not comprehend the text, they can not get the meaning of the text. Reading cannot be separated from comprehension because purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Sadoski (2004), comprehension is understanding something, getting its meaning. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of the worlds (including fictional ones), to communicate successfully, and to achieve academic success.

Commonly, the readers can read all of the text, but they can not get the meaning of the text. Thereby, the readers should comprehend the text accurately in

order to gather meaning from what they read. Klinger (2007:02), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Hirai (2010:76), comprehension refers to how struggling readers “make sense” of the written page in any content. In addition, Snow (2002) says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In reading comprehension it needs extracting and constructing meaning of the text. We can extract and construct the meaning through interaction and involvement of written language.

### 3. Descriptive Text

Savage (2005:33), Descriptive text is a text which uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make a reader feel like responding to what he or she is reading. Its purpose is to describe in reveal particular person animal, place or thing. A factual description differs from an information report because it describes a specific subject rather than a general group.

In descriptive text people describe a place, a thing, or a person. When the people describe the way something looks (physical description), people have to describe it according to where the object being described are located.

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Dirgeyasa (2016) :

a. Generic Structure of Descriptive Text

1) Identification :

- a) it is a statement describing and illustrating about the topic/theme to be described.
- b) Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description.
- c) The use of objective and degree of comparison of adjective is advisable.

2) Description

- a) It is a complete description about the topic/theme proposed in identification text.
- b) Description is the detail description or elaboration of the topic or theme as described in the identification.

3). Language features of descriptive text

- a). It uses present tense and present perfect tense.
- b). It uses adjective to describe or illustrate the condition of the topic/theme described
- c). It uses passive sentences.



d). It uses attribute and identifying process.

#### 4). The Related Vocabulary Usages of The Descriptive Text

a). It tends to use the verb such as seems, looks, sounds, and like, etc

b). It uses epithets and classifiers in nominal group.

c) It tends to focus on specific participant.

#### 4. SQ3R Strategy

Fleming (2016), SQ3R Strategy is an active reading exercise that is designed to help you get fuller understanding of your reading materials. You will need to keep a pen and some paper on hand to use this method.

According to Khaterine Allen (2011), this strategy includes the following five steps. They are :

- 1) This involves skimming the text and taking in the information. (Survey)
- 2) Questioning helps the mind concentrate. (Question)
- 3) Read the document in sections with the questions you have thought of in mind. (Read)
- 4) Recall the questions and ensure you can answer them. (Recall)
- 5) Review the entire document by re-reading it. (Review)

According to Sethna (2010:09), the procedures of this strategy are:

- 1) SURVEY – look at titles, intro paragraphs, bold face words, summary paragraphs



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- 2) QUESTION – use questions provided at the beginning of the chapter or turn headings into questions
- 3) READ – Read to answer the purpose questions
- 4) RECITE – Review what you read by trying to answer questions without referring back to the notes
- 5) REVIEW – reread parts of the text or notes, verify answers to questions – summarize what you learned.

### 5. The Operational Concept

According to Syafi'i S (2007:122), The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this the research. Syafi'i S (2007:122), says operational concepts are derived from related theoretical concepts on all of variables that should be practically and empirically operated in an academic writing of a research paper.

In order to clarify the theories used in this research, the research would like to explain briefly about variable of this research. This research is an experimental research in which focuses gaining the effect of using SQ3R strategy on reading comprehension at the eighth grade students of state junior high school As-Shofa Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. SQ3R (Survey, Question, Read, Recite, Review) strategy is as variable X that gives the effect on students' reading comprehension as variable Y.

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The indicators that compared are about the students' reading comprehension taught and without being taught by using SQ3R (Survey, Question, Read, Recite, Review) strategy. The indicators are as follows :

**A. Variable X**

In this research, using SQ3R strategy is variable X. The indicators of SQ3R strategy are as follows :

- 1) Teacher reviews the text to gain initial meaning from the headings, bolded text, and charts. (Survey)
- 2) Teacher begins to generate questions about their reading from previewing it. (Question)
- 3) Teacher needs to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students' reading. (Read)
- 4) Teacher moves through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying. (Recite)
- 5) After reading, teacher should review the text to answer lingering questions and recite the questions they previously answered. (Review)

**B. Variable Y**

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In this research, the students' comprehension is variable Y. The indicators of reading comprehension are as follows :

- 1) The students are able to find the main idea of the descriptive text.
- 2) The students are able to identify information of the text.
- 3) The students are able to identify structure of descriptive text.
- 4) The students are able to identify language features of the descriptive text..
- 5) The students are able to identify the related vocabulary usages of the descriptive text.

## **B. Assumption and Hypothesis**

### **1. Assumption**

The researcher assumes that teaching reading by using SQ3R (Survey, Question, Read, Recite, Review) strategy can help the students in understanding the reading text.

### **2. Hypothesis**

Based on the assumption above, hypothesis for this study can be formulated as follows :

Ho : there is no significant effect of using Survey, Question, Read, Recite, Review (SQ3R) Strategy on students' Comprehension of descriptive text at the second grade of State Junior High School As-Shofa Pekanbaru.

Ha : There is a significant effect of using Survey, Question,



Read, Recite, Review (SQ3R) Strategy on reading

Comprehension of descriptive text at the second grade at

State Junior High School As-Shofa Pekanbaru.

### **C. Relevant Research**

The research can be accepted, and continued because it is relevant to several writers that had conducted researches before. However, the researches have the same objects but they have different problems.

There are some previous researches concerning with reading comprehension. One of which was conducted by Elhafizah. In her research, she focused on correlation between learning by SQ3R method and students' interest in understanding reading text. She found that by implementing by SQ3R method could influence the reading ability and reading interest of students.

Learning by using SQ3R reading method, in fact, correlated significantly with the students' understanding reading text. This is provided by result of statistical analysis and hypothesis testing that reads the value of observed was higher than that of critic both at 5% and 1% significance levels ( $0.304 < 0.532 > 0.393$ ). The students' interest in understanding reading text was categorized into "enough" level.

Secondly, It was conducted by Sartono (2009). In his research, he focused on a comparison on the students' reading achievement by using SQ3R method between those students who were majoring in science and social science. He found out that there was no significant difference on the reading achievement between students in majoring science and social science by using SQ3R method. In this research, he just

found difference on students' understanding in reading text based on this data analysis.

At the last, it was concluded by Wandu Syahputra (2010). In his research he focused on the effect of using SQ3R method on reading achievement. He found out that there was a significant effect of SQ3R method on reading achievement. In his research, he found effect of SQ3R method on reading achievement. Based on his data analysis, SQ3R method could make the students easily predict and delimit the topic discussed or informed in the text after they read and answered the question.

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