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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Reading

Reading is one of most important language skills should be developed inside and outside the classroom. It is also one of the most common ways to get information, it cannot be separated with the learning process. It is not only use in teaching and learning process but also in daily life situation. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read.

According to Judi Moreillon (2007, p.10) reading is making meaning from print and from visual information. Meanwhile, Caroline T. Linse (2005, p.69) says that reading is a set of skills that involves making sense and deriving meaning from the printed word. So, the reader must be able to decode (sound out) the printed words and also comprehend what he/she read.

Moreover, Kristin Lems (2010, p.33) states that, Reading is interactive process that takes places between the text and the readers processing strategies and background knowledge. In addition, according to Hasibuan and Fauzan (2007, p.114) Reading also is an interactive processing that goes on the reader and the text, resulting in comprehension. The reading process is dynamic one, requiring active, meaningfull communication between the writer and the reader. Reading without meaning is an unsatisfying and inconsequential

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exercise. The goals of the teacher reading program should be aimed toward furthering students comprehension skill.

In line with definition above, that reading is a way to get information from something that has been written. Reading involves the interaction between reader and the passage. The purpose of reading is to determine the appropriate approach to reading comprehension. It is supported by Sholes (2010, p.2), the purposes of reading are as follows:

- a) For pleasure or for personal reasons
- b) To find personal information such as what book is mostly about
- c) To find a specific topic in a book or article
- d) To learn subject matter that is required for a class

Besides, Brawn(2004, P.189) states that, good reader can identify by the reader know what the text talking about, making conclusion and taking information from the text. There four basic types of reading performance, they are:

1. *Perceptive*

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied

2. *Selective*

This category, the students can give brief respond from the text that are intended as well, in other word, a combination of bottom-up and top-down processing in teaching reading.

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3. *Interactive*

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

4. *Extensive*

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All four components above can sign for students' reading performances are. To achieve these reading performance purposes we need to active in kind of text. People cannot imagine that it is same as develop oral language ability. Therefore in developing reading skill involves qualitatively different process. In other hand, Reading skill must become habituation to achieve it.

Finally, the writer can conclude that reading can be defined as a complex activity to gain meaning from the written text. The readers will draw the meaning of symbols by interacting with the text in isolate activity. The information that readers get from reading activity is very useful for themselves because it will increase and improve their knowledge about the topics that they are reading about. Therefore, reading is an important skill that should be mastered by every student, every teacher, and everyone in order to get information meaningfully from the text.

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2. The Concept of Reading Comprehension

Actually reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read.

Reading without understanding what has been read is useless. Klinger et al (2007, p.2) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

According to Linse (2005, p.71), reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading without understanding is useless. That is also stated by Hasibuan and Ansyari (2007, p.37), the purposes for reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. The meaning of “comprehension” has been defined by Duffy (2009, p.14), comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading.

Snow (2002, p.11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

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- a) The reader who is doing the comprehending
- b) The text that is to be comprehended
- c) The activity in which comprehension is a part

Besides, Catherine Snow (2002, p.12) states that, to comprehend, a reader must have a wide range of capacities and abilities. These include:

1. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
2. Motivation (a purpose for reading and interest in content being read, and self-efficacy as the reader).
3. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. Then, Sadoski (2004, p.67) also says that comprehension is understanding something, and getting its meaning. Reading comprehension involves much more than readers' responses to text. Martin et.al (2007, p.20) said that to read the text, the reader must decode what the text literally says but at the same time reader must bring their knowledge to the text to determine what the text actually means (to reader).

In accordance with Vaughn and Thomson (2004, p.99), reading comprehension includes the following:

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- a. Applying one's knowledge and experiences to the text
- b. Setting goals for reading, and ensuring that they are aligned with the text
- c. Using strategies and skills to construct meaning during and after reading
- d. Adapting strategies that match the reader's text and goals
- e. Recognizing the author's purpose
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions

In addition, According to Nunan (1991, p.82) said that, comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.

Based on the explanations above, the researcher concludes that when the readers read, they should comprehend the contents of the text. The researcher emphasizes that comprehending is more than just recognizing and understanding words. True comprehension means making sense of what readers read and connect the ideas in the text to what they already know.

3. The Concept of Narrative Text

Narrative text is a text which is telling about what happened in the past. Narrative text is focusing on specific participants which tells an interesting story. According to Thomas S. Kane (2000, p.366), narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered,

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not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).

Regarding with Syafi'i (2011, p.18), narrative text is telling or relating of occurrences or a series of event. It also can be defined as storytelling. Besides, Hasibuan and Ansyari (2007, p.130) state that narrative text has generic structure. They are consisting of Orientation, Complication, and Resolution. Orientation part sets the scene: who (introduces the participants in the story), where, when the story happened. While in complication part tells the beginning of the problem's which leads to the climax of the main participants. In the end for resolution part, the problem is solved, either in a happy or sad ending. And the purposes of narrative text are to entertain, create, stimulate emotions, motivate, guide, and to teach. Klinger et.al (2007, p.773) give some examples of narrative text which includes: realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures.

Therefore, the writer concludes when the readers read narrative texts, they have to present the structure of the narrative text consisting of three main parts of including orientation, complication and resolution with the purpose to entertain, instruct, clarify, and amuse. So, in order to comprehend narrative texts, readers need to have knowledge about narrative texts.

4. The Teaching and Learning Reading Comprehension

Teaching reading is one of the important parts in the curriculum stated in Indonesia Curriculum not only for Elementary School, Junior High School, Senior High School, but also for the College Student and adults. The purpose

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of teaching reading is developing the students' ability to understand the text effectively and efficiently.

In this research, the researcher use a strategy in teaching reading of narrative text. The strategy is SQ4R strategy. Based on the explanation in page 4, Rebecca (1990, p.1) states that the strategy is very important in teaching and learning process because it is a tool for active, self-directed involvement, which is essential for developing communicative competence. Based on the Rebecca's statement, applying a strategy is to make student active in communication in the class. Therefore, in applying the strategy, the researcher did some activities to make students actively. Those activities were combined with the strategy. So, the researcher taught reading narrative text communicatively for developing communicative competence.

Reading is an active and communicative process. It also an interactive process that goes on between the reader and the text, resulting in comprehension. It means there is communication between reader, the text, the interaction between reader and text. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine the meaning. According to Nunan (2003), there are several principles in teaching reading:

- a) Exploit the reader's background knowledge
- b) Build a strong vocabulary base
- c) Teach for comprehension.
- d) Work on increasing reading

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- e) Teach reading strategies
- f) Encourage readers to transform strategies into skills
- g) Build assessment and evaluation into your teaching
- h) Strive for continuous improvement as reading teacher

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Sadoski (2004, p.45-53) there are two main goal of teaching reading that balance between the effective domain and cognitive domain.

1. Affective Goals

a. Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

b. Developing personal interest and tasted in reading

Having a positive attitude is not enough. Lifelong readers choice to persuade their life interest through reading. Have an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

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2. Cognitive Goals

a. Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of working, technological society. It helps as to solve a broad array of personal and social problems in a complex, literate world. Reading also away to deal with everyday problem where printed language is a feasible and requisite solution.

b. Developing the fundamental competencies that comprise reading is the most basic goal

In reference to Hasibuan and Ansyari (2007, p.117), there are three stages in teaching reading narrative text. They are before reading, whilst reading and after reading. Following are the activities of reading subject:

1. *Pre reading activities*

Pre-reading activities get students ready both cognitively and effectively to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection. The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to read.

2. *During reading activities*

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During reading activities include both things that students do themselves as they are reading and things that do to assist their activities that facilitate or enhance the actual reading activities.

3. *Post reading activities*

Post reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions. The purpose of post reading is intended to review the content of the text.

Based on the explanation above, teaching reading is something text that crucial activity because of the students have to follow the steps in reading activity such as pre reading activity, while reading activity, and post reading activity. And in teaching reading comprehension the materials should be suitable for the level of students itself. The teacher has to know the students ability in comprehending the text by considering this level. The material learning will be better if the goal of the learning is to improve the students level of comprehension. Besides, in teaching reading is known there are many strategies for teaching reading, such as KWL, SQ3R, QAR, Skimming, Scanning, etc. One of the effective strategy is SQ4R (Survey, Question, Read, Recite, Review, Reflect).

5. The Concept of SQ4R Strategy

a. The Definition of SQ4R

According to Richardson and Morgan (1997), Learning model SQ4R (Survey, Question, Read, Recite, Review, Reflect) is a systematic and

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effective strategy to help students get the information that they need, to help students comprehending and studying text.

b. The Procedure of SQ4R

Basically, SQ4R strategy is a strategy used for the purpose of obtaining information, acquiring greater understanding, or improving a skill. In this case, the researcher has applied it on assisting the students to comprehending the reading text. According to Glass, C and Zygouris-Coe, V (2005) one such strategy that has proven effective as a study and reading strategy is SQ4R (Survey, Question, Read, Recite, Review, Reflect). Richardson and Morgan (1997) states that, SQ4R provides a systematic way of comprehending and studying text. Besides, Billmeyer and Barton (1998) suggest several examples of how this strategy is used throughout the reading process. Students preview text to develop predictions and set a purpose for reading by generating questions about the topic. Students then read actively, searching for answers to the questions they have generated. By summarizing information students are able to monitor their own comprehension. Finally, students evaluate their comprehension through review. Furthermore, according to Mc Whorter (1992, p.52) SQ4R strategy is a strategy improves your reading efficiency in three ways: it increases your comprehension, it increases your recall, it save your valuable time by encouraging you to learn as you read.

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How to use the strategy: The teacher should model how to complete each step of the SQ4R (survey, question, read, recite, review, reflect) strategy and then move students into guided practice. Scaffolds such as posters and worksheets can help students as they learn to implement this strategy. Completely, there are six steps in SQ4R strategy, they are as follows:

Survey: 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” a framework of the main ideas, which will help to hold the details together later (Richardson & Morgan, 1997).

1. What reader aids are included in the text?
2. Read all the titles and subtitles
3. Read captions under pictures, charts, graphs, or maps
4. Read the questions at the end of the chapter
5. If there is a summary read it
6. Get an overview of what the chapter is about

Question: Having students develop questions gives them a purpose for reading. Reading for specific purposes positively influences comprehension (Narvaez in Santa, Havens, and Valdes, 2004). 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

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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). For example, if the students are reading part of a chapter called “Functions of the Spinal Cord,” ask their selves, “What are the functions of the spinal cord?”

1. Use the knowledge teacher gained in surveying the chapter as basis for asking the student questions that teacher expect to find answered in the chapter
2. Turn headings and subheadings into questions
3. If there are no headings, ask questions that students’ teacher would ask
4. Ask the students, "What did their teacher say about this chapter or topic when it was assigned?"
5. Ask the students, "What do we already know about this topic?"

Read: 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

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unclear, underline the word or jot it down and look it up when you finish reading.

1. Ask the students: What is the writer's purpose? What is he trying to get them to think or do? Is he giving facts or his opinions?
2. Look for answers to the questions teacher has developed
3. Reread captions under pictures, charts, graphs, or maps
4. Note all the underlined, italicized, or bold printed words or phrases
5. Study graphic aids
6. Reduce the students' speed for difficult passages
7. Stop and reread parts that are not clear

Recite: This step encourages students to use their own words and not simply copy from the book. This improves 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. For example, you may have first posed the question, "What is the treaty of Versailles?" for the subtitle, "Treaty of Versailles." After reading the section, you may find that your question was not answered or you may find that a better question would have been, "Why was the Treaty of Versailles created?" If changing

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the question doesn't help clarify the reading, then it may be time to seek help.

1. Take notes from the text, but write the information in the students own words
2. Identify key terms and concepts
3. Ask the students questions about what was just read and/or summarize, in their own words, what was read

Review: Teachers should include regular review periods as an effective strategy for training 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. 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 (Richardson & Morgan, 1997).

1. Read the students' notes and then quiz their selves
2. Make frequent review part of their study habits

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Reflect:Information from the entire chapter or article is linked together in there flection phase. This step helps students clarify their thinking and focus understanding. By reflecting on the reading, students begin to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary if students are to become mature readers. Reflecting on what has been read also helps students retain understanding for longer periods of time. The more students reflection text the longer they will remember it and the more likely they will be able to use the knowledge they have retained (Richardson & Morgan,1997). By having students reflect, knowledge is related in a meaningful way to what is already known so that it will be retained and becomes the basis for further learning. This process is called “reading beyond the lines” (Richardson & Morgan, 1997). The reader should attempt to develop insight into the topic and make associations among the important material noted while reading.

1. Try to link new facts, terms, and concepts with information the students already know
2. Think about how they can use this information
3. Think about what else they need to know more about.

B. The Relevant Research

According to Syafi’i (2014, p.102), the relevant research is the researchers’ review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the writer’s research itself. Besides,

the writer has to analyze what the point that is focused on, inform the design, and finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers.

A Research from Wandisyahputra (2010). He conducted a research entitled “*The Effect of SQ3R Method toward Reading Achievement of the Second year Students at MAN 1 Pekanbaru*”. His research was an experimental research. The population of his research was all of the second year students. The total number of population was 229 students. After analyzing the data, the researcher found that there was a significant effect of SQ3R method toward reading achievement of the second year students’ at MAN 1 Pekanbaru, where T shows 11.78 at significant level 5% it shows 2.04, and at level 1% it shows 2.75. Thus, null hypothesis (H₀) is denied, and alternative hypothesis (H_a) is accepted. Based on this finding, it showed that the SQ3R method helped students to improve their reading achievement in learning English.

A Research from Nur’aisyah (2013). She conducted a research entitled “*The Effect of Using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) Strategy Toward Reading Comprehension of the First year Students at SMA 1 Tempuling District INHIL Regency*”. Her research was an experimental research. The analysis of the data showed that there was a significant difference of the students’ achievement between experimental class and control class. Based on this finding, it showed that the SQ6R Strategy helped students to improve their reading comprehension in learning English. It could be concluded that SQ6R

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Strategy was useful for teachers to improve students' comprehension in reading narrative text.

C. The Operational Concept

The operational concept is a concept as guidance used to avoid misunderstanding and misinterpretation in this research. It should be interpreted into particular words in order to make it easy to measure. Syafi'i 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 this operational concept, the writer would like to explain briefly about variables of this research. This research is an experimental research in which focuses gaining the effect of using SQ4R strategy toward reading comprehension at the first year students of Islamic Senior High School Darel Hikmah Pekanbaru. There are two variables used in this research. The first is SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy which is used in teaching reading narrative text (in experimental class) - known as independent variable or variable X. The second one is the students' reading comprehension (reading narrative text) which is known as dependent variable or variable Y.

1 The Indicators of SQ4R (Survey, Question, Read, Recite, Review, Reflect) Strategy (Variable X).

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The researcher becomes a teacher for implementing the strategy in the experimental class when doing the research. The implementation of SQ4R strategy (variable X) is as follows:

- a. Before reading a text that prepared by teacher, the teacher ask students to read the text at section introduction or abstract at the beginning of the text, headings, subheadings. Continue on through the text looking at the graphic aids (graphs, diagrams, pictures, charts), highlighter word, italic or bold printed words. And also read first and last sentences of paragraphs, read the final paragraph or summary and try to think how the author got there.
- b. The teacher ask the students' to think of some questions related to their reading purpose. And ask the students to turn the headings and subheadings into questions-how, who, what, why, where, when.
- c. The teacher ask the students to read the text thoughtfully, read a text easy bits faster and slow down for difficult material carefully, trying to answer the questions that they just made or developed.
- d. After reading materials of the text, the teacher ask students to think about the focus of the section-the main headings and ideas then ask them to make paraphrase or summary by their own words as this will improve their ability to retain the information. and also ask them to recite to themselves (in a low voice or out loud) the main points and important points. Ask the students to try to answer the questions their developed previously. If they can not fully answer a question, go back and reread the section of the text.

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- e. The teacher ask the students to review cause reviewing is the key to determining what they know and what they don't know. Effective review incorporates new material more thoroughly into their long-term memory. As they progress through their courses, their review can consist of not only elaborating and thinking about what they just read, but connecting the material to previous text or concept being discussed in their others courses.
- f. The teacher gives good ways to the students' to help students clarify their thinking and focus understanding. The teacher ask the students to think about the material as they are reading it, try to relate it to things that they already know or to concepts that they are discussing in this course or in their other courses. By reflecting on the reading, students begin to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary if students are to become mature readers. Reflecting on what has been read also helps students retain understanding for longer periods of time. The more students reflection text the longer they will remember it and the more likely they will beable to use the knowledge they have retained.

2. The Indicators of Students' Reading Comprehension (Variable Y).

There are several indicators for reading narrative text, they are:

- a. The ability of students to identify the generic structure of narrative text.
- b. The ability of students to identify the purpose of narrative text.
- c. The ability of students to identify the meaning of words in the text.
- d. The ability of students to identify the references of word in narrative text.

- e. The ability of students to identify the specific information of narrative text.

D. Assumption and Hypothesis of the Research

1. The Assumption

In this research, the researcher assumes that (1) Narrative text has been taught to the students. Thus, it is assumed that the students at Islamic Senior High School Darel Hikmah Pekanbaru are able to examine the narrative text well. (2) The better SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy is applied in teaching or learning narrative text, the better students' comprehension in reading narrative text is.

2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no significant difference of students' reading comprehension of narrative text between those who are taught by using SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy and those who are taught without using SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy at Islamic Senior High School Darel Hikmah Pekanbaru.

b. The Alternative Hypothesis (H_a)

There is significant difference of students' reading comprehension of narrative text between those who are taught by using SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy and those who are taught without using SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy at Islamic Senior High School Darel Hikmah Pekanbaru.