

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading Interest

There are several definitions and theories about interest from the experts such as: Merriam-Webster.com: a feeling of wanting to learn more about something or to be involved in something. Besides that it is also defined as a quality that attracts someone's attention and makes him/her wants to learn more about something or to be involved in something. Moreover, it is defined something (such as hobby) that a person enjoys learning or doing. Another definition of interest is: something that concerns, involves, draws the attention of, or arouses the curiosity of a person.

Furthermore, Mappier (1982: 62) explains that: interest is a set of mental element consist of assortments feeling, hope, education, feeling afraid or other tendencies which motivate an individual to a certain choice. Reading interest is assumed that the students are not disappointed with their English if they are interested in their English reading text several definitions from experts about reading interest are as follows: Ainley. M (1998) defines that interest in learning and disposition of curiosity in secondary students. Hananingsih (1984: 45) individual makes a variety of choices with respect to activities in which she engages. Each person will not learn anything will unless they are interested in what they are learning. There are two types of interest; they are intrinsically and extrinsic interest. Intrinsic is said to be favorable condition in learning because it

comes out from the circumstances, such as the hope of reward, fear of non-success.

Various researchers including Andreas Krapp, Susanne Hidi and K. Ann Renninger (2006) define interest as “a unique motivational variable, as well as psychological state that occurs during interactions between persons and their objects of interest, and is characterized by increased attention, concentration and affect (i.e. feeling) “as well as” a relative enduring predisposition to re-engage with particular content such as objects, events, ideas and tasks.

According to Brookfield and Nordberg (1962) “there are five factors that influence students’ achievement automatically they are the students’ interest, anxieties, level of aspiration, needs and their attitude of learning the subject.” Furthermore, Education Encyclopedia state that: Interest as a state and/or as a disposition. It has both cognitive and affective (emotional) components. It is divided into two components firstly, individual interest: a relatively long-lasting predisposition to engage with particular objects and events. Increased knowledge, value, and positive affect have been connected with individual interest. Students bring to their academic experience, a network of individual interest, some similarities to and incompatible with classroom learning, social categories such gender and race also function as individual interest factors that may affect classroom engagement. Secondly, situational interest refers to a psychological state elicited by environmental stimuli. The state is characterized by focused attention and an immediate affective reaction. The affective component is generally positive, although it may also include some negative emotions. Once

triggered, the reaction may or may not be maintained. Situational sources of interest in learning contexts may be particularly relevant for educators working with students who do not have performed individual interest in their school activities. Moreover, According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be. Based on the definition provided by Thomas (2001), reading interest revolves around an individual's attitude towards the process of reading, and towards different reading materials. Garry P. Moser, Timothy G. Morrison "Teachers of literacy have two major Goals: to help their students become able readers and to help instill in their students the desire to read".

2.2 Nature of Reading Comprehension.

The next category is the experts who give the definition of reading. Reading is decoding written words so that the readers can produce them orally (Zintz, 1975:6). Similarly, Harris (1980:3) defines: reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Hills (2003:64) who states that: reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Maibodi (2008: 42) also states: the same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written. In brief, the reader is not only looking at texts but also presumably thinking what he

is reading, what it means to him, how it relates to other things he has read, to things he knows, what he expects to come next in texts. It means that there is an interaction between the reader and the text where the reader is able to read the texts and understand them.

Furthermore, The National Association for the Education of Young Children (2001) suggests the integrated use of speaking, listening, reading, and writing in the following ways:

1. Provide social experiences for using language purposefully.
2. Use reading and speaking to support oral language and vocabulary development.
3. Use the home language and culture to introduce new words and concepts.
4. Build on children's experiences.
5. Provide opportunities to write.
6. Play with language to develop phonemic awareness.
7. Build knowledge of letters, sounds, and words.

Among the four language skills, reading is fundamental to function in today's human society. It has a great deal with the students' success in their future life. By reading the students will discover new things. Books, magazines, and even internet are great learning tools which require the ability to read and understand what is read. People who know how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, so reading is the main way to take advantage of it. Simmons, Gunn, Smith, and Kameenui (1994) stress: the importance of teaching letters and sounds

for reading success. They also suggest the teaching of phonemic awareness through segmenting and blending sounds. Furthermore, (Christie, et al, 2002; Prior and Gerard, 2004) found that: adult interaction with the children was a key to the transfer to conventional reading.

Related to the idea of the term interaction, Hedge (2008:188) interprets it into two ways: First, it describes a dynamic relationship with a text as the reader struggles to make sense of it. Here, the reader becomes involved in as he combines information from the text and knowledge he brought with him to reading it. The second interpretation of the term interaction refers to the interplay among various kinds of knowledge that a reader employs in moving through a text. The knowledge can be in form of syntactic and morphological. This knowledge enables the reader to work with the language of the text in order to interpret its meaning.

Reading in the English language involves a complex set of processes and abilities (Abedi et al, 2008:10). Siegel (1993) postulated five processes to be significant in the acquisition of reading. The first involves phonology, the association of sounds with letters and exceptions to the basic sound-letter correspondence rules being one of the most important skills necessary to develop in this category. Second, understanding of syntax, or the way in which words are put together to form phrases, is also thought to be an important process in reading. The third process, working memory, refers to the ability to hold information in the short term memory, while handling information coming in and acquiring information from the long term memory. Semantics, or the comprehension of

meaning, is the fourth process thought to be important in reading. Lastly, orthography or the understanding of writing rules and knowledge of spelling is hypothesized to be integral to the reading process.

Rivers and Temperly, Nunan, (1999:251) suggest seven main purposes of reading. There are (1) to obtain information for purposes or because the reader is curious about some topics, (2) to obtain instructions on how to perform some tasks for the reader work or daily life, (3) to act in play, play a game, do a puzzle, (4) to keep in touch with friends by correspondence or to understand business letter, (5) to know when or where something will take place or what is available, (6) to know what is happening or has happened, and (7) for enjoyment or excitement. These purposes employ for different reading task. Furthermore, Roe, Smith, Burns, (2005, p.3) in Annie Schave, TE 891, p.2 state: that there are three main goals of reading. First, all aspects of our lives involve reading. Secondly, it is the main way to obtain information. The last goal is enjoyment. Without the ability to read, life functioning becomes difficult. It is the reason that the educators stress the importance of reading; however, this is not always directly stated and understood by students. The problem is children “who do not attach importance to learning to read will not be motivated to learn” it is stated that that children who are successful in school are those who enjoy reading. Students who do not enjoy independent reading do not achieve the same successful academically or in life that those who like to read do.

Grams, (2003) states that as teachers we need to make sure that we build comprehension levels with those students who struggle with reading, especially at

an early level. Principles for teaching reading can guide the design and practice of a reading program. Reading requires understanding, or comprehending, the meaning of print. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading. Duke and Pearson (2002: 15) suggest that the learners are taught a series of strategies that can be used with any text. Usually, four comprehension strategies: predicting, questioning, seeking clarification, and summarizing. Predicting is anticipating what is to come (Nunan, 1999: 265). A prediction is what readers think will happen based upon the text, the author, and background knowledge for example, look at unit title and objective and predict what will be learned. Predicting helps readers sort out important information from unimportant information. It also helps them organize their thinking as they encounter new material. Questions help students clarify and deepen understanding of the text that the readers are reading. Readers ask good questions about the things they read: Why is something happening? Or not happening? Why is a character feeling or acting a certain way? Why did the author use a particular word? And so on. Questions help readers clarify their understanding. Readers must also monitor their reading to ensure understanding. This is when we usually think of the term metacognition. Metacognition is the term used to refer to the knowledge and control individuals have over their cognitive processes. The ability to perform these two things is critical to learning and development. Readers must be aware of whether or not they understand what they are reading. When they do not understand, they have to make use of fix-up strategies so that they can ultimately understand. The process

of seeking clarification are looking back through the text and rereading troublesome sections, restating what was read, slowing down the pace during more challenging text, and looking forward in the text for information that may help. Nunan (1999: 184) defines summarizing as picking out and presenting the major points in a text in summary form. It means that summarizing is how to take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. In short, summary is the general idea in brief form; it's the distillation, condensation, or reduction of a larger work into its primary notions.

Beside that, strategies of reading According to Grellet, there are four main ways of reading. They are as follows:

- a. *Skimming* : Quick running one's eyes over a text to get the gist of it
- b. *Scanning* : Quickly going through a text to find a particular piece of information.
- c. *Extensive Reading* : Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. *Intensive Reading* : Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

In order reading process can be more successful, here based on Lander (1983:2) there are three reading strategies that can be helpful for the reader, they are:

1. Scanning

Scanning refers to moving the eyes rapidly down an article or a list to find specific facts such as names, dates, figures, or number. Scanning is frequently used to confirm facts or information in material that has already been read. Scanning is best practiced before the material becomes familiar. Read the question, remember what you are looking for, and then turn to the following articles, scan and remember. Stephen D. Krashen and Tracy D. Terrell (1983 :134) a scanning is making a quick overview of a passage, looking for a specific information. Scanning commonly occurs when using the telephone book, reading the classified adss, ordering from a menu, and so forth.

2. Skimming

Skimming is a tool of reading quickly over new material to get a general idea of the content and overall organization. A reader who already knows the material will probably not want to read it again. When reading a new material, it helps to get a general idea of the content before you read for detail. Moreover, they state that “skimming uses the same approach, except that instead of concentrating on specific information, we are looking for the main idea or the general gist of a passage. in pleasure reading, we usually neither skim nor scan, but read for main ideas, without always close attention to details.”

3. Rapid Reading

The instructor will allow a maximum time of approximately 100 words per minute. Some students will not finish and others will finish sooner. You should try to guess word meanings from the surrounding context, but do not stop reading

to use a dictionary. Furthermore, they state that rapid reading for main ideas of a large amount of text.

Beside the strategies of reading there are six principles behind the teaching of reading (Harmer, 2004:70) such as:

1. *Reading is not passive skill;*
2. *Students need to be engaged with what they are read;*
3. *Students should encourage to respond to the context of a reading text, not just to language;*
4. *Prediction is a major factor in reading;*
5. *Match the text to the topic;*
6. *Good teachers exploit reading texts to the full.*

Although there are some strategies and principles in teaching reading but to teach reading in the classroom the teacher needs a technique to the process more organize. According to Soedarso (1988:59), there are nine techniques. Those are:

1. SQ3R : Survey-Question-Read-Recite-Review

SQ3R is a way to read academic material such as textbooks, articles, research studies or manual that can increase your comprehension of what you are reading and improve your ability to recall it. With SQ3R technique your active involment in the reading process is required in fact, it demanded! We won't sugar coat it: reading textbooks is hard work. But the SQ3R technique can make that work less difficult and perhaps, even little more interesting.

2. SQ4R : Survey-Question-Read-Recite-Review-Reflect

SQ4R is an effective technique to help all students get the information that they need from textbooks. It works for average, learning disabled, and gifted students, whether they are in elementary school or in college. Thus, SQ4R is a versatile study technique because it engages the reader during each phase of the reading process. This technique is developing a technique from previous technique that is SQ3R

3. POINT : Purpose-Overview-Interpret-Note-Test

Point is a technique in teaching reading, which to make easy student comprehend in text about. With this technique hopely increase the the student comprehend in read a text, get the point, and able to retell what they read.

4. OK4R : Overview-Key Idea-Read-Recite-Review-Reflect

OK4R is the acronym of overview, key ideas, read, recite, reflect and review. OKAR technique was created by Dr. Walter Pauk in 1974. This technique offer six steps in reading, firstly, the students have to overview the text. They have to see the title of the text and first sentences of each paragraph. Secondly, they have to find key ideas. Key ideas which are used are key ideas in a paragraph. It means that key ideas here are the same with the main ideas of the text. Thirdly, they read the text with full concentration. Fourthly, they recite or write down main points by spell out all the key ideas. Fifthly, they reflect it to the previous knowledge and daily life. Sixthly, or the last step is they review the text to keep what the text is about in their mind.

5. EARTH : Explore-Ask-Read-Tell-Harvest

Earth is the acronym of Explore-Ask-Read-Tell-Harvest, this technique help students to easy and understand in reading comprehension.

6. RSVP : Review-Study-Verbalize-Preview

Rsvp is the acronym of Review-Study-Verbalize-Preview, RSVP is a way technique in reading to check the student got and learned.

7. PQRST : Preview-Question-Read-Self recitation-Test

Pqrst is the acronym of Preview-Question-Read-Self recitation-Test, this is a way technique to make student know what are they want read before the reader try to reads.

8. OARWET : Overview-Ask-Read-Write-Evaluate-Test

Oarwet is the acronym of Overview-Ask-Read-Write-Evaluate-Test, this is a way technique to make student know what are they want read before the reader try to reads.

9. PANORAMA : Purpose Adaptability Need to question Overview Read

Annotate Memorize Assess

Panorama is the acronym of Purpose Adaptability Need to question Overview Read Annotate Memorize Assess, this technique is a way to easily comprehend the text with prediction while giving some question, know the purpose it.

To understand a paragraph is not easy. A student might know all the words in a sentence. In order to help the students understand learning material comprehensively, Wriyyachitra (1990:25) gives the following techniques.

1. Vocabulary recognition
2. Sentence comprehension
3. Paragraph analysis
4. Interpretation of illustration

Besides, there are three phases involved in reading to help the learners in reading activity:

1. Pre-Reading

It is the first phase in reading activity and relation SQ4R technique which the activities are:

- a. To introduce and arouse interest in the topic.
- b. To motivate learners by giving a reason for reading
- c. To provide some language preparation for the text.

Of course not all of these aims will be relevant for all texts. In some cases the language might already have been introduced, or there may be no particular language problems. In any case, language preparation does not mean that the teacher should explain every possible unknown word and structure in the text. But that he should ensure that the learners will be able to tackle the tasks without being totally frustrated by the language difficulties (William, 1982:37).

2. While- Reading

This phase draws on the text, rather than the learner's ideas previously to reading and relation SQ4R technique. The aims of this phase are:

- a. To help the understanding of the writer's purpose.
- b. To help the understanding of the text structure.
- c. To clarify the text content.

As a rule, while-reading work should begin with a general or global understanding of the text, and then move to smaller units such as paragraphs, sentences, and word. The reason for this is that the larger units provide a context for understanding the smaller units-a paragraph or sentence, for example, may help the reader to understand a word (William, 1982:38).

3. Post-Reading (William, 1982:36)

This phase is the last activity for reading class and relation SQ4R technique which the aim as follows:

- a. To consolidate reflect upon with what has been read.
- b. Relate the text to learners own knowledge, interests or view.

According to William (1982:38) in post reading activity the work does not refer directly to text, but grow up of it. Post reading may also include any reaction to the text and to the while-reading work. Setting up and organizing of the post-reading work depends very much on all the objectives of the programs as a whole. Post-reading work should thus contribute, in a coherent manner, to the writing, speaking and listening skills that program aim to be developed. The most natural post-reading activities should be to ask the students to complete the story in real life, subsequent newspaper reports would certainly follow up the story. So the aim

of post-reading is intended to help the students consolidate or reflect upon what has been read.

The second category of experts gives the definition of comprehension separately. Gray, 1986 states that: Comprehension is the ability to make individual words construct useful ideas as they are read in context. Then, three definitions of comprehension are given by Irwin (1986): Comprehension can be seen as the process of using one's own prior experiences (reader context), the specific text being read (text context) and the total situation (situational context) all exert a strong influence on what is comprehended. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context). Comprehension can be seen as the process of using one's own prior experiences (reader context) and the writer's cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative process). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension is taking place (situational context). Comprehension means what the reader remembers soon after reading the text .

Comprehension occurs as the reader builds a mental representation of a text message (Perfetti et al, 2004:228). This situation is a representation of what the text is about. The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader's conceptual knowledge, to produce a mental model of the text. In addition, the Florida Center for Reading Research, 2005:7 defines comprehension as the ability to understand and get meaning from spoken and written language and is the ultimate goal in learning to read. The goal of Comprehension is to teach learners with specific strategies to use for understanding text as they are reading. Furthermore, Coe, et al (2005:389) assert that comprehension is a complex transaction process involving the reader, the text, and the purpose for reading. Therefore, Nation (2009:32) states that the major means of focusing on comprehension of the text are typically used comprehension question. The focus of comprehension typically covers literal comprehension of the text, drawing inferences from the text, using the text for other purposes in addition to understanding and responding critically to the text.

Paris, 2005:1 states that being a good comprehended, a learner should know the five foundations of comprehension, there are conceptual knowledge, language skill, text features, strategies and fluent decoding In other word, reading comprehension requires complex thinking and specific strategies. To monitor and

repair comprehension, teachers can assess it by questions, tests, and discussions to diagnose strengths and weaknesses of the learners' comprehension.

Cain et al (2004:32) described the component skills in reading comprehension were inference making, comprehension monitoring and understanding text structure. Inferences that were necessary to make sense of a text and that required either the integration of information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is one aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of texts is a skill that helping readers to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

Differ from Cain et al (2004:2003), King and Stanley (1990: 44) explain five components of reading comprehension contained in reading text which are appropriate to the senior high school curriculum. They are finding factual information, main idea, the meaning of vocabulary in context, identifying reference and making inferences.

The last category is the experts who define reading and comprehension as a unity. Reading cannot be separated to comprehension. Mikulecky (1980: 2) points out the practical synonymous between reading and reading comprehension.

In other ways, Hill (2003:68) states that: the goal of reading is comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers' background knowledge integrates with the text to create the

meaning. Since the comprehension is the goal of reading, the primary focus in the classroom should be getting meaning from print.

Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers' motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos say that comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind. A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows:

- a. **Generic Knowledge:** Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.
- b. **Text Knowledge:** Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. **Strategic Knowledge:** Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. **Reflective Knowledge:** Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

According to Susan (2008) reading comprehension is a complex process that is difficult to define, much less teach and assess. Reading comprehension is also a complex cognitive process. While Rand Corporation in Tankersley states

that: reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Based on the explanation above, the writer then concludes that when the reading comprehension happens, there is a connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of the meaning. You may appreciate the words aesthetically and be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts) directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the

ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. According to Karen, Tankersley reading comprehension is influenced by four main factors. They are as follows:

- a. Command on the linguistic structure of the text,
- b. Adequate the vocabulary in content area,
- c. Degree of metacognitive control of the text and,
- d. Adequate domain knowledge.

The readers also use the knowledge, skills, and strategies to determine what the meaning is. Reader knowledge, skills and strategies include:

- a. Linguistic competence. It is the ability to recognize the element of writing system : knowledge of vocabulary ; knowledge of how words are structured into sentences.
- b. Discourse competence. It is knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence. It is knowledge of different types of the texts and their usual structure and content.
- d. Strategic competence. It is the ability to use top-down strategies as well as knowledge of the language.

Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and be an effective reader. Good effective readers will make connections between their background knowledge and the new information. They also need to

monitor their comprehension, make inference, use prediction and also visualize the information in the text. Furthermore, Willis (2008:128) states that to be successful at reading comprehension, a reader needs to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge. It means that to comprehend of the text to the students are not only able to decode or recognize words but also able to access text integration process to construct meaning by activating the background knowledge and their interpretation of what they are reading. Hornby (1971:5) indicates that to understand the message mean to comprehend a text. The ability to comprehend wrote language involves many factors such as interest and motivation, vocabulary, sentence structure and many others. Soedarso (1988:18) says that reading comprehension involve understanding of the words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, and making judgement in evaluation. In advance stage, the goals to be achieve are broader and mostly about the concept of reading. It does not only require improvement in reading speed but also in vocabulary recognition and comprehension of sentences as well as in paragraph and completely reading selections. Meanwhile, Mc. Whorter (1986:71) stated that in mastery reading, students should know how paragrap are structured, the first thing we need to know is what the paragrap is about than we have to understand each of the sentences and what they are saying because a paragraph is a group of related sentences about a single topic. There are essential part in comprehending the text, as follows:

1. General and specific idea

A broad idea that applies to a large a number of specific items, the term clothing is general because it refers to a large collection of specific item, slack, suit, blouses, shirts, serves and so on. A specific idea is more detailed or particular. It refers to individual items. The word scarf, for example is a particular term; the phrase red plaid scarf is even more specific.

2. Identifying the topic

The topic is one thing a paragraph is about. Or what the entire paragraph is about. Every sentences in a paragraph in any way discusses of explaining the topic and think the topic as subject of the entire paragraph, e.g ”what is the one thing the author is discussing throughout the paragraph?”.

3. Finding the main idea

Main idea is what the author wants to know about the topic. It sentence one usually expresses the main idea. It is the board, important idea that the researcher develops throughout the paragraph. A question that will guide us in finding the man idea is “what is the author saying about the topic?”

4. Supporting details

Supporting details are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph do support the main idea, not all details are equally important. As we read, try to identify and pay attention to the most important details. The key detailsdirectly explain the main idea. Other details may provide additional information offer an example or further explain one of the key details.

Moreover, gotold stated about reading comprehension there are Six skills that prepare students to become better readers and for college-level courses:

1. **Main Idea.** In order to become a better and faster reader, recognizing the main idea is the most important skill you can develop.
2. **Supporting Details.** Supporting details are reasons, examples, steps, or other kinds of factual evidence that explain a main idea.
3. **Recognizing Implied and Stated Ideas.** Sometimes a selection lacks a topic sentence, but that does not mean it lacks a main idea. The author has simply decided to let the details of the selection suggest the main idea. You must figure out what that implied main idea is by deciding upon the point all of the details make when they are all added together. Passages that imply an idea give supporting details first. The reader must extrapolate (or makes an educated guess) in order to understand the main idea. In these sorts of passages the main idea is the general statement that all of the details make when they are considered as a whole. The main idea must be general enough that all of the details fit into it.
4. **Understanding Relationships That Involve Addition and Time.** To help readers understand the main points, the authors use two common methods to show relationships among ideas and to make ideas clear. These two methods are transitions and patterns of organization. Transitions are words or phrases (like first of all) that show relationships between ideas. Two forms of transition are words that show: addition, contrast, exception, time or sequence.

Addition words tell you that writers are adding to their thoughts. The writers

are presenting one or more ideas that continue along the same line of thought as a previous idea. Addition words include: furthermore, additionally, next, in addition, etc. Contrast words show differences between two or more items being compared. Contrast words include: on the other hand, in contrast, and despite. Exception words point out an unusual or unique feature of one item that is otherwise part of the same main category. Exception words include: however, nevertheless, with the exception of, and in the case of. Time words provide a chronological organization to writing. Time words include: later, during; and a specific time period such as a decade, a year, a month, a week, or a century e.g. the 90's, or the nineteenth century. Sequential words provide a step-by-step organization to writing. Sequential words include next, first, second, after, and before.

a. Understanding Relationships That Involve Illustration, Comparison Or Contrast, And Cause And Effect

1. Illustration

Illustration is one method of clarifying our ideas. Writers often use examples and illustrations introduced by a phrase such as *for example* or *for instance* to demonstrate the point they are trying to make.

2. Comparison and Contrast

Comparison shows similarities. Contrast shows differences. Writers often use comparison and contrast together as a way of explaining and or analyzing the relationship between or among items, ideas, or people. Consider the relationship among these sentences as an example of how comparison and contrast can be used

together and notice the role that the underlined transitions play in making this relationship clear to the reader:

- 1). Advertising is part of the strategy manufacturers use to sell their products
- 2). Manufactures use advertising as a way to advertise established products as well as new products.
- 3). New products are generally advertised differently from established products.
- 4). New products are often introduced with “informational” advertising telling what the products are, why they are needed, and where they are available.
- 5). Established products on the other hand can rely on “reminder” advertisements, which provide little hard information about the product.

The first sentence of this paragraph gives the general, or main, idea. The second sentence uses “as well as” to signal that the writer is showing a similarity between the way new and established products are advertised. The word “differently” in the third sentence and “on the other hand” in the fifth sentence shows that the writer is also showing differences in the way these two types of products are advertised.

3. Cause and Effect

Information that falls into a cause-effect pattern addresses itself to the question “Why does an event happen?” and “What are the results of an event?” Often authors try to tell about events in a way that explains both what happened and why.

6). Understanding Tone

A writer’s tone reveals the attitude he or she has toward a subject. Tone is

expressed through the words and details the author selects. Just as a speaker's voice can project a range of feelings, a writer's voice can project one or more tones, or feelings: anger, sympathy, hopefulness, sadness, respect, dislike and so on. Understanding tone is then an important part of understanding what an author has written. To illustrate the difference a writer can express in tone, consider the following comments made by workers in a fast food restaurant.

Mc Whorter (1986:71) stated that in mastery reading, students should know how paragraphs are structured, the first thing we need to know is what the paragraph is about then we have to understand each of the sentences and what they are saying because a paragraph is a group of related sentences about a single topic. There are essential parts in comprehending the text, as follows:

1). Identifying the topic

A paragraph can be defined as a group of related ideas. The sentences relate to one another in the sense that each is about a common person, place, thing, or idea. This common subject or idea is called the topic. The topic is what the entire paragraph is about. The topic tells what all or most of the sentences are about. The topic is the subject that the selection is about. The main idea can usually be located if you can determine what the topic is. To find the topic of a selection, ask the simple question, "Who or what is the selection about?" Example: Summer is a wonderful time to spend at West Beach. It is a beach with light-colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low

tide. This is a fun beach for people of all ages. In this paragraph, the topic is West Beach

2). Finding the main idea

The Main idea is important, because main idea helps readers remember important information. The Main idea is the point the paragraph makes about a topic or what the author wants you know about the topic. It sentence one usually sentence expresses the main idea. It is the board, important idea that the researcher develops throughout the paragraph. Here there is example of paragraph who has consist of main idea, the paragraph is: Summer is a wonderful time to spend at West Beach. It is a beach with light- colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages. In this paragraph, the main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach.

3). Supporting details

A paragraph contains the facts, statements, specific examples which guide us to a full understanding of the man idea. The clarity, illuminate, explain, describe, expand and illustrate the main idea and are supporting details. Supporting details are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph do support the main idea, not all details are equally important. Determining supporting details:

- a. Decide which details help to further the story line
- b. Decide which details help you to understand the main idea.

- c. Answer question raised by the Main idea (who, what, when, why, or how)

Based on the explanation above, the researcher can make a simple meaning of reading, that reading is not so simple as decoding, but it also involves process of thinking and using technique to get the meaning from the text. Many experts say about kinds of reading comprehension, but researcher just limit on some points of reading comprehension, they are topic, main idea and supporting details.

2.3 The Teaching of Reading

Teaching of reading is one essential point must be concerned by the lecturer or teacher, because reading is a complex process, which each of item must prepared by the lecturer or teacher. Teaching reading is key point to get success for the students. Reading, at first, may appear to be a routine activity in which individual words are combined to produce meaning. Consequently, many college students approach reading as single-step process. They open the book, read, and close the book. Many researches reveal that effective reading is not single-step process, but a complex set of skill in involving activities before, during, and after reading. Here is a partial list of some of those skill (Mc Whorter: 23)

1. Before reading:
 - a. Determining the subject of the material
 - b. Determining how the material is organized
 - c. Deciding what you need to remember from the material
 - d. Defining your purpose for reading

2. During reading
 - a. Identifying what is important
 - b. Determining how key ideas are supported
 - c. Identifying pattern of thought
 - d. Drawing a connection among ideas
 - e. Anticipating what is to come next
 - f. Relating ideas to what you already know
3. During and after reading:
 - a. Identifying the author's purpose for writing
 - b. Analyzing the writer's technique and language
 - c. Evaluating the writer's competence or authority
 - d. Asking critical questions
 - e. Evaluating the nature and type of supporting evidence

In teaching reading, there are several principles that must be considered by the lecturer. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows:

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
- b. Students need to be engaged with what they are reading: the students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read.

- c. Students should be encouraged to respond to the content of a reading text, not just the language: It is important to let the students respond to the meaning of the message of the reading text.
- d. Prediction is the major factor in reading: The prediction may help the students to comprehend about the text.
- e. Match the task to the topic: The teacher should choose the reading task which is suitable to the reading topic.
- f. Good teacher exploits, reading text to the full: Good teacher integrates the reading text into interesting class sequences.

2.4 Teaching Reading Technique

Because of the important reading, thus, it needs the technique or strategies to gain the level of reading comprehension itself. Brown states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planned designs or controlling and manipulating certain information. Garner in Heisat states that reading strategy is an action or series of actions employed in order to construct meaning. Furthermore technique or strategy is one of factors that may contribute to the development of reading comprehension beside the listening comprehension, fluency and decoding. So, based on the explanation above, a reader needs to use strategies in order to ease them to construct the meaning from the text. If the readers know about lot of reading techniques or strategies, it will be easy for them to comprehend the reading material and become the effective reader.

2.5 The Concept of SQ4R Technique

Basically, SQ4R technique is a technique 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 comprehend the reading text. This technique is suggested by (Richardson and Morgan, 1997). Completely, there are six steps in SQ4R technique, they are as follows:

<p style="text-align: center;">Survey</p> 	<ul style="list-style-type: none"> • What reader aids are included in the text? • Read all the titles and subtitles. • Read captions under pictures, charts, graphs, or maps. • Read the questions at the end of the chapter. • If there is a summary read it. • Get an overview of what the chapter is about.
<p style="text-align: center;">Question</p>	<ul style="list-style-type: none"> • Use the knowledge you gained in surveying the chapter as basis for asking yourself questions that you expect to find the answer in the chapter.



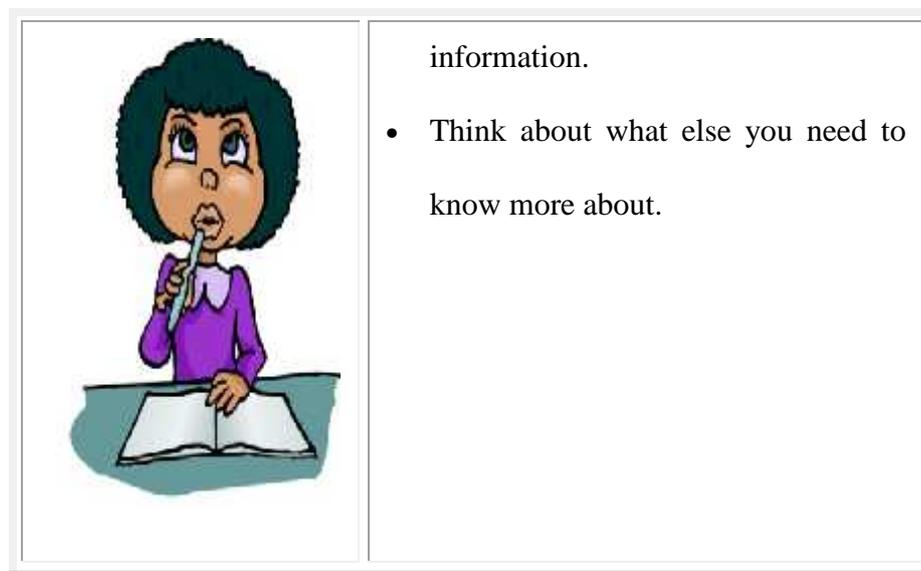
- Turn headings and subheadings into questions.
- If there are no headings, ask questions that your teacher would ask.
- Ask yourself, "What did my teacher say about this chapter or topic when it was assigned?"
- Ask yourself, "What do I already know about this topic?"

Read



- Ask yourself: What is the writer's purpose? What is he trying to get me to think or do? Is he giving facts or his opinions?
- Look for answers to the questions you have developed.
- Reread captions under pictures, charts, graphs, or maps.
- Note all the underlined, italicized, or bold printed words or phrases.
- Study graphic aids.

	<ul style="list-style-type: none">• Reduce your speed for difficult passages.• Stop and reread parts that are not clear.
<p style="text-align: center;">Recite</p> 	<ul style="list-style-type: none">• Take notes from the text, but write the information in your own words.• Identify key terms and concepts.• Ask yourself questions about what was just read and/or summarize, in your own words, what were read.
<p style="text-align: center;">Review</p> 	<ul style="list-style-type: none">• Read your notes and then quiz yourself.• Make frequent review part of your study habits.
<p style="text-align: center;">Reflect</p>	<ul style="list-style-type: none">• Try to link new facts, terms, and concepts with information you already know.• Think about how you can use this



Furthermore, in academic achievement center states that, The SQ4R technique provides a systematic way of attaching textbook reading assignments. It encourages active rather than passive reading. In passive reading, one simply decodes the words without any mental engagement with the information in the text. In active reading, one is deliberately seeking information from a text by asking questions, anticipating information to come, making connections with previously read material or formulating personal reactions. The more mental interaction one has with the text, the more likely one will understand and retain it for a test. In academic book mentions there are six steps in SQ4R they are;

1. Survey

Scan material to get a general idea of the material, Read the introduction and main headings, Look at pictures and graphs, Read summary and end of chapter questions.

2. Question

Ask questions by turning main headings into questions – What? Where? When? Why? How? Form questions using graphs, charts, bold words, introductions and summaries.

3. Read

Read with definite questions in mind, attempt to answer these questions and organize the material in your own mind. Read only to the end of each headed section.

4. Recite

Look away from the material and ask yourself the questions, answer them out loud, if you cannot answer the questions, go back over the material and read it again.

5. Record

Underline in text, take notes – jot down concepts, not complete sentences, see handout on Taking Notes (Cornell Style).

6. Review

Review each headed section briefly as you complete it, Review the complete section later, Use notes rather than the book to refresh your memory, Plan regular reviews.

Furthermore according Mc Whorter (1992:52) suggests that SQ4R technique is a technique improves your reading efficiency in three ways: it increases your comprehension, it increases your recall, it saves your valuable time by encouraging you to learn as you read. There are some steps:

1. Survey

In the first step pre-read the article or text, noticing introductions, headings, first sentences, and last paragraph. From this prereading student should have an overall picture of what the article or text is about and what conclusions they draws about reading process.

2. Question

In this step, using headings as starting point, the students were asked to develop several questions that they might expect the article or text to be answered. The students must ask the right questions. W H Questions are recommended to be used such as: What causes pollution in cities? How do the Pelicans save their diet? Why did the Dog stop? What is the effort to protect Gorillas? How to controll and measure the blood glucose?

3. Read

Students were asked to read the entire selection, keeping questions in mind as the students read. Actively search for the answer to your guide questions. When you find the answer, underline or mark portions of the text that concisely state the information. Stop at the end of each major section and proceed to step. So if they read carefully they will understand the text.

4. Recite

In this step, the teacher asks for students to stop after each section or after each major heading, asks students to look away from the page. And tries to remember the answer of the students' questions. If the students unable to remember, the teacher asks students to look back at the page an reread the

material. Then, asks the students to test themselves again by looking away from the page and reciting the answer to the students' questions.

5. Review

In this step, immediately after Students have finished reading, go back through the material again, reading titles, introductions, summaries, headings, and graphic material. After students read each heading, ask students to recall students questions themselves and test themselves to see if students can remember the answers. If they cannot remember them, they should reread the section again.

6. Reflect

In this step, the 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. Moreover Marisa says about SQ4R is a textbook study technique which can improve your ability to concentrate as you read, learn new material, retain what you have learned, This process consists of six steps, they are : 1. Survey, 2. Question, 3. Read, 4. Record, 5. Recite, 6. Review

1. Survey: Preview the material What?

Title, Introduction, Objectives, Headings and subheadings, Visual aids, Summary, Review questions Why? Creates the big picture of main ideas Makes a framework for details to fit into the later, Helps to establish a purpose for reading, Aids concentration

2. Question: Decide what you want to learn, How?

Look at the heading or at the topic sentence, Ask who, what, when, where, why, how? Why? Improves concentration Sets a purpose for reading Fosters independent learning, Read one section at a time, Look for answers to your questions, Stop and think, Reread as necessary.

3. Record: What you want to learn, How?

Note cards, arginal notes, Highlighting or underlining, Maps, diagrams, and charts, Formal outlines, Record what you want to learn Why? This step has several benefits: Forces you to select what is important, Keeps you actively involved in learning, Activates kinesthetic learning.

4. Recite: Quiz your self at the end of each section, How?

Out loud, In your own words, Without looking at your notes or the text at first use your hand or a cover card, Recite Why? Self-quizzing is a key to effective studying: Activates the auditory channel to create new learning pathways, Gives brain time to store information, moving it from short-term to long-term memory, Why? Self-quizzing is a key to effective studying: Avoids rote memorization and promotes deeper understanding, Provides instant feedback on what you do and don't know, Aids concentration

5. Review: Consolidate what you have learned, How?

Look again at headings, questions Try to recall key points, Review any hazy Sections Review When? Immediately after finishing the chapter, Within 24-48 hours Spaced every few days, Why? Helps regain the big picture, Inhibits forgetting

SQ4R technique is a system which can be applied in reading activity, because this technique is one step that has connections to the reader, based on reader wants to understand well. Reading by using this technique hopefully will satisfy the reader, because this technique can support students to understand what they read about. In other words, each step in this technique looks a scientific procedure. So, hopefully each of information can be saved well in someone's memory.

2.6 How the SQ4R Improve the Students' Reading Comprehension and Reading Interest.

This technique implemented to improve students reading interest, it can be seen based on the following steps :

1. Survey

In the first step pre-read the article or text, noticing introductions, headings, first sentences, and last paragraph. 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 the readers to hold the details. In the first step take a couple of minutes to skim the chapter. Don't read it first. Look at the chapter objectives, topic headings, picture/diagram captions, key words, and read the summary. This peek at the chapter allows you to focus on the prevailing subject before getting bogged down in details. Many texts are organized often with useful coloring to assist you in this process (Richardson and Morgan, 1997). In addition, Robinson

(1996) suggests that through these activities the students *will increase their interest* in the subject, and provide expectations to meet while they read and they have a better chance of reading more effectively and efficiently. Furthermore, Santrock & Halonen, (2007) to help you get a good start, let's look at several ways to improve studying. You can apply the Survey, Question, Read, Recite, Review and Reflect (SQ4R) technique method to any text. Moreover, they state that : several steps in Survey, Question, Read Recite, Recite, Review, and Reflect (SQ4R) technique are beneficial to increase students' reading interest. "the preview should help you get interested in the topics you will be reading about".

2. Question

Having students develop questions gives them a purpose for reading. Reading for specific purposes positively influences comprehension. Setting a purpose also aids the students in recalling information. Developing questions prior to reading results in spontaneous attempts to answer the questions based on information that have 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. Santrock & Halonen (2007) also state that : "How can I use the Survey, question, Read, Recite, Review, and Reflect (SQ4R) Method to make reading more interesting and effective? One of the key steps is to ask yourself a lot of questions while you read". Ask questions based on the survey. Becoming

actively curious about the material aids in concentration, comprehension, and memory (Richardson and Morgan, 1997).

3. Read

Look for the answers to the questions you posed. Read in short "bites," maybe a sentence or two, then determine how that answers your questions. Often as you read other questions will arise. A series of questions leads to a complex, college level concept that gives structure and relevance to your studies. 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 and Morgan, 1997). Students should read each section of the text to answer questions that were developed in the step above. If a word meaning is not clear through its use in the selection, reread. If it is still unclear, underline the word or jot it down and look it up when you finish reading.

4. Recite

This step encourages students to use their own words and not a simply copy from the book. This improves memory and assures greater understanding (Richardson and Morgan, 1997). After the student has read the selection, they must close their books 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 and 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 the question doesn’t help clarify the reading, then it may be time to seek help.

5. Review

Teachers should include regular review periods as an effective strategy for retaining information. Regular reviews help students remember more of the information, thereby changing the nature of studying done at exam time. Rather than relearning material that has been forgotten because students haven’t looked at it since reading it or writing it down, preparing for an exam can include a review of familiar material and rehearsal strategies like trying old exams. The volume of material to review increases as the course continues, but the amount of time needed to review older material decreases (Richardson and Morgan, 1997). One way to minimize memory decay is to place the material you have studied firmly in your mind by reviewing it. After you finish reading the entire chapter, skim back over it and any notes you made. Now, without looking, recall the questions and answers that steered your reading. 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 and Morgan, 1997).

6. Reflect

Information from the entire chapter or article is linked together in the reflection 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 reflect on text the longer they will remember it and the more likely they will be able to use the knowledge they have retained Harlep & Forsyth, (2000) state that : As you read, try to reflect on what you are reading. One powerful way to do this is to relate new facts, terms, and concepts to information you already know well or to your own experinces. You've probably noticed that it is especially easy to remember ideas you encountered to your own life. This may be the most inportant step in the SQ4R method. The more genuine interest you can bring to your reading, the more you will learn. (Richardson and Morgan,1997). By having students reflect, knowledge is related in a meaningful way to what is already known so that it can be retained and becomes the basis for further learning.

Furthermore, Taraban et all (2000) state reading straight through a chapter can give you "intellectual indigestion." That's why it's better to stop often to think, question, recite, reflect, review, and" digest" information as you read. You

can apply the SQ4R method to any text. However, we have specifically designed this textbook to help you actively learn psychology. **Survey** ; each chapter opens with a chapter survey that includes a gateway Theme and list of gateway Questions as a preview of what will be covered. You can use these features to identify important ideas as you begin reading. *The Preview should help you get interested in the topics you will be reading about.*

Here are many kinds of language learning that stated by experts. Typically they are grouped into three categories that is, cognitive, metacognitive and socioaffective (Chamot & Kupper, 1989). Metacognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating, and modifying their learning approaches (Rubin, 1990). Socioaffective strategies include asking for clarification, repeating, imitating, circumlocution, cooperating, and engaging in private speech (Hall, 2001). This classification scheme, developed initially for ESL interest, students with an interest in a subject tend to pay attention to it. They feel that makes a difference to them. they want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to of stimuli or attending to something (Gage & david 1984: 374) interest is factor which determiners an attitude in working or studying activiy. Learning process will run well if the students have interest. The students will study regularly or effectively and they will be success if they have high interest.

According to O' Malley, the special thoughts or behaviors that individuals use to help them comprehend learn, or retain new information oxpord, R. (1990)

explains that learning strategies are specific actions taken. By the learner to make effective, and more transferable to new situations. When the learners consciously choose strategies became a useful toolkit for active conscious, and purposeful self-regulation of learning (Oxford 1990). Richardson and Morgan, (1997) state that SQ4R provides students with opportunities to stimulate their prior knowledge, to make predictions, and then to confirm or to refute their predictions. Furthermore, they also say what reader aids are included in the text : read all the titles and subtitles. Read captions under pictures, charts, graphs, or maps. Read the questions at the end of chapter. In short, the use of SQ4R technique can stimulate their thinking ability and teach them reading good habit. What the experts state above are about the advantages of techniques, methods or strategies in giving contribution to students' interest and habit. It can be concluded that there are several techniques, methods and strategies which can give effect on students' reading interest especially, SQ4R technique.

According Mc. Whorter (1992:68) The SQ4R system improves your reading efficiency in three ways: it increases comprehension; it increases students' recall, it save students valuable time by encouraging students to learn as students read. Comprehension is most directly improved by the S and Q steps. By surveying or pre-reading you acquire an overview of the material that serves as an outline to follow as you read, In the "question" step, you are focusing your attentions and identifying what is important to look for as you read. Your recall of the material is improved through the "Recite", "Review" and "Reflect" steps. By testing yourself while reading and immediately after you have finished

reading, you are building a systematic review pattern that will provide the necessary repetitions to ensure learning and recall. Reflect to clarify students comprehend. Finally, because you are learning as you reading, you will save time later when you are ready to study the material for an exam. Since, through recite and review, you have already learned the material, you will find that you need much less time to prepare for an exam. Instead of learning the material for the first time, all you will need to do is refresh your memory and review difficult portions again.

2.9 The Procedure of Applying the SQ4R Technique in reading Comprehension

Here is an example of applying the SQ4R technique in comprehending the reading text.

1. Survey

In the first step pre-read the article or text, noticing introductions, headings, first sentences, and last paragraph. From this pre-reading student should have an overall picture of what the article or text is about and what conclusions they draw about reading process.

2. Question

In this step, using headings as starting point, the students were asked to develop several questions that they might expect the article or text to be answered. the students must ask the right questions. W H Questions are recommended to be

used such as: What causes pollution in cities? How do the Pelicans save their diet ? Why did the Dog stop? What is the effort to protect Gorillas? How to controll and measure the blood glucose?

3. Read

Students were asked to read the entire selection, keeping questions in mind as the students read. Actively search for the answer to your guide questions. When you find the answer, underline or mark portions of the text that concisely state the information. Stop at the end of each major section and proceed to step. So if they read carefully as they will understand the text.

4. Recite

In this step, the teacher asks for students to stop after each section or after each major heading, asked students to look away from the page and try to remember the answer students' question. If students unable to remember, the teacher asks students to look back at the page and reread the material. Then, asks students to test themselves again by looking away from the page and reciting the answer to students' questions.

5. Review

In this step, immediately after Students have finished reading, go back through the material again, reading titles, introductions, summary, heading, and graphic material. After students read each heading, the teacher asks students to recall students' questionsthemselfes and test themselves to see if students can remember the answers. If they cannot remember them , the teacher asks them to reread the section again.

6. Reflect

In this step, the students clarify their thinking and focus understanding. By reflecting on the reading, students begin to think critically about what they have learned and have not yet learned about the topic.

2.10. Adapting the SQ4R Technique

To apply a technique, the teacher should pay attention about suitable technique and the skill. Both of them give effect each other. Survey, Question, Read, Recite, Review, and Reflect (SQ4R) is popular and effective reading technique in helping the readers obtaining a better understanding of reading texts or discourses. That's why, to make the effective implementation of SQ4R, adjusting and adapting the procedure to fit the material of learning and learning style are needed. Text and other required readings have different characters and varian courses. For example, a mathematics text is structured and written quite differently from sociology text. A chemistry text contains numerous principles, laws, formulas, and problems, while a philosophy text contains mostly reading selection and discussion. To accomodate this wide variation in textbooks and other assigned readings, use the SQ4R based on model. Then add, vary and rearrange the steps to fit material. For example, when working with mathematics text, you might add a "study the sample problems" step in which analyze the problem-solving process. When reading essay, short story, or poem in literature class, add a "React" step in which analyze various of features of writing, including the writer's style, tone, purpose and point of view. For the textbooks

with great deal of factual information to learn might add “Underline,” Take notes,” or Outline steps.

Adapting Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique to suit learning style. Throughout this theory has probably found that some techniques work better for than others. This is perfectly natural and consistent with learning theory. May also have noted that learn somewhat differently from others. Both finding are due variation in personal learning style. Each person finds certain method for learning easier than others. Just as everyone’s personality is unique, so is everyone’s learning style. Some students for example, learn best visually. Seeing charts, diagrams, drawings or pictures rather than reading or listening- appeals to them. Others students are auditory learners - they learn best by listening, such students, for instance, would learn more quickly from an instructor than from textbook on some topics.

2.11. Review of related Study

The studies using Survey, Question, Read, Review, Recite, Reflect (SQ4R) have been conducted by some researchers. The researches are conducted by the previous researchers proved that Survey, Question, Read, Review, Recite, Reflect (SQ4R) can increase the students’ achievement and can help students become active in learning process. Finally, SQ4R (Survey, Question, Read, Review, Recite, Reflect) could give positive effect on students’ achievement.

Miftahudin (2011) conducted an Action research entitled “The implementation of Survey, Question, Read, Recite, Record, Review (SQ4R) in

increasing activities and achievement of mathematics student at seventh grade SMP Muhamadiyah Depok Sleman". Design of this research is action research design. Subject this research is 26 students at seventh grade in SMP Muhamadiyah Depok Sleman and one mathematic teacher as collaborator. Design of this research using Spiral Kemmis and Mc Taggart, this research has two cycles, in two cycles consist of two meetings and one of evaluation. Data research get from observation, test, questionair, field note, and documentation. The result finding showed that, after implemented Survey, Question, Read, Recite, Record, Review (SQ4R) technique the students activities at seventh grade in SMP Muhamadiyah Depok Sleman is increased. it can be seen based on data presentation of observation. In qualitative high presentation of activities students in first cycle is 52,38 % on middle level, in second cycle is 72,02 % on high level. The achievement of students in mathematic is increased, it is can be seen from the presentation students who have maximum standart, students' result before treatment is 50% students get maximum standart, in first cycle 57,69. % students get maximum standart, and the second cycle 73.08% students get maximum standart. Means that after implemented Survey, Question, Read, Recite, Record, Review (SQ4R) technique students' activities and achievement increasing at seventh grade in SMP Muhamadiyah Depok Sleman.

The research above used Spiral Kemmis and MC Taggart while the research carried out at XI of Social Science 1 of SMAN 1 Pangkalan Kuras used Quasy experiment desain in four meetings, pre-test and Post-test. Data will be obtained from observation, test, questionair, field note, and documentation.

The Second research was conducted by Hananiel, Clarry Sada dan Dewi Novita. Which is entitled: Improving Students' reading comprehension on Recount text by using SQ4R and Media Booklet. The phenomena happen that Most of the ninth grade students of SMPN 1 Sungai Betung were poor in their vocabulary mastering especially finding the meaning of words. They were also poor in their ability in mentioning the detail information (characteristic, setting and theme) from recount text. With this problem the teacher tried to use other technique and media of teaching to improve students' ability. Therefore, the application of SQ4R methods and booklet was used to help them to know the meaning of words to understand detail information of the generic structure of text with easier. This research method is a classroom action research that was applied to the 25 students of class 9C SMPN 1 Sungai Betung. Data collection was collected from written test such as multiple choices, stuffing and notes during the observation. The results of the study was that the students' progress during teaching and learning activity in Cycle 1 and Cycle 2. In Cycle 1 mean score was 61.20, and in Cycle 2 the students' improved significantly become 86.40

The above research investigated whether Survey, Question, Read, Recite, Review, and Reflect (SQ4R) and Booklet Media give an effect towards students' reading comprehension on Recount text or not. Based on its research Research finding it obvious that SQ4R technique Booklet Media were succeeded in improving comprehension significantly.

The research that has been started from October to November at SMAN 1 Pangkalan Kuras Pelalawan to investigate whether Survey, Question, Read,

Recite, Review, and Reflect (SQ4R) technique gives significant Contribution towards students' reading Interest and their reading Comprehension after the treatment is given to Experimental class or not. The treatment has been given 4 times by an English teacher after giving directions and preparation. The passages that had been discussed for both classes are in the form of Report, Narrative, Analytical Exposition and Procedural text, it means that Experimental and Control groups have similar Lesson, topics and materials. However, the technique implemented was different, the Experimental class was taught by using Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique while the Control class was taught by using 3 Phase technique.

Research conducted by Fitri Wulandari (2010) entitled "The Effect of SQ4R in Comprehending Reading Text of the Second Year Students at SLTP Negeri 4 Siak Hulu. The population of this research is the second year's students of SLTP Negeri 4 Siak Hulu 2010 academic year. The writer takes the sample as purposive sampling. The total sample was 45 students. They were VIII.6 as an experimental class. There were two times of item used in this research. The first was pre-test and second was post-test. The forms of the test were multiple choices. The same reading test was given to the students. The teaching learning process was done at list six meetings. In other word by using of Survey, Question, Read, Recite, Review, and Reflect (SQ4R) method was able to give positive effect to increase the students' in reading comprehension. Finally, it is very clear that the using of Survey, Question, Read, Recite, Review, and Reflect (SQ4R) method in reading

has great influence towards reading comprehension for the second year students of SLTP Negeri 4 Siak Hulu.

The population and samples of the research of the above is the second year's students of SLTP Negeri 4 Siak Hulu 2010 academic year. While the population and samples of This research was the second year student of SMAN 1 Pangkalan Kuras Academic year 2016-2017. The total of the samples are 76 students, they are XI Social Science 1 as experimental group and XI Social Science 2 as the Control group. There were two times of item used in this research. The first was pre-test and second was post-test. The forms of the test was multiple choices. The same reading test was given to the students. The teaching and learning process was conducted at list four meetings. In other word, using of Survey, Question, Read, Recite, Review, and Reflect (SQ4R) method was able to give positive effect to increase the students' interest and their reading comprehension.

Next researcher was Ulfi Dwi Prasetyani (2010) entitle increasing students' achievement using Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique (Survey, Question, Read, Reflect, Recite, Review) through talking stick approach in biology lesson at eight grade on system blood pen material in SMPN 31 Semarang, design of this research was action research, which has purpose to know the influence of Survey, Question, Read, Recite, Review, and Reflect SQ4R technique through talking stick approach in SMPN 31 Semarang in 2010. Subject this research was eight F grade in total number students were 38 students. This research conducted three cycles, which each of cycle was given objective test. Based on conducted research in the first cycle, students' activeness was 50% with

average score class was (65,79) classical score finding was (47,37), individual score was (66,67). Then the second cycle students activeness 75% with average score class increase becomes (71,40), classical score finding was (55,26), individual score was (80,00). And third cycle students active present 95% with average class score increase becomes (74,21), Classical score finding was (76,32), score of individual was (80,00). The conclusion was : the implementation of Survey, Question, Read, Recite, Review, and Reflect SQ4R technique through talking stick approach toward achievement biology lesson on system blood pen material were successful to increase the result of study at eight grade in SMPN 31 Semarang.

The research that carried out at SMAN 1 Pangkalan Kuras used Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique for English subject with two evaluations they were pre test and post test.

Other research was improving students reading comprehension by using Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique at the eight F grade students on Bahasa Indonesia lesson on SMPN 8 Denoasor in 2009/2010. The purpose of the research was to extent Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique can improve students' reading comprehension. The subject of this research was at the eight F grade student on SMPN 8 Denoasor in 2009/2010. The findings of research have been improving to the students' reading comprehension.

Moreover, a research conducted by Runiatun, Siti Listiyati, Matsuri, M. ismail academic year (2015/2016). The tittle of this research was improved

students' reading comprehension skill by applying Survey, Question, Read, Recite, Review, and Reflect (SQ4R) strategy on 5th grade students Elementary School of SD N Soropadan No.108 on 2015/2016. The type of this research was a Classroom Action Research (CAR), it contains of 2 cycles and each cycles was held in two times learning. Each cycles consists of four phases, they were planning, acting, observing, and reflecting. Research subject are teacher and 5th grade students Elementary School of SD N Soropadan No.108 Surakarta amount 33 students. Source of data are derived from teacher and students. Data collection techniques that used are interview, observation, test, and documentation. Data validity techniques were tested by using data content. Data analyzed techniques was tested by using interactive-analysis model and descriptive-comparative analysis technique. The conclusion of the research was the applying of Survey, Question, Read, Recite, Review, and Reflect (SQ4R) teaching strategy can improve reading comprehension skill on 5th grade of Soropadan No.108 Elementary School in 2015/2016. The Research findings was as follows : based on the second cycle of the research shows that the mean score of students' reading comprehension was 73,96 with a percentage of minimum score or KKM 87,87% students got reading achievement higher than KKM or there were 29 students got score higher than $KKM \geq 70$. Thus, it can be concluded that the use of SQ4R Strategy can improve students' reading comprehension significantly at the 5th grade of SDN Soropadan No: 108 Surakarta on Academic Year 2015/2016.

There were several differences between the previous research and this research such as the population and samples; Data analyzed technique, the

variables of the research. The population and samples of this research were Senior high School students consist of two classes XI Social Science (IPS) I as experimental class was given a treatment by using SQ4R technique while XI Social Science (IPS) 2 as control class was taught by using usual or conventional strategy (Three-Phase technique). The data analyzed technique of the above research was interactive-analysis model and descriptive-comparative analysis technique. While, this research used independent Sample T-test, it's aimed to investigate the difference among the mean score of both experimental and control group. The variables of the above research are : an X Variable is SQ4R Strategy and Y variable is students' reading comprehension. While an X variable of this research was Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique, Students' reading Interest was Y1st variable and the students' Reading comprehension as Y2nd variable.

In short, it is assumed that SQ4R (Survey, Question, Read, Review, Recite, Reflect) is very useful strategy to increase students achievement and make students active in learning process. Since the previous researches have been shown the improvement of students' achievement and make students active in learning process, through this strategy or technique, it is expected that in this research this strategy or technique also improve students' interest and reading comprehension. Although several researchers have conducted research by using students' achievement and make students active in learning process, none of them has carried out this strategies or technique in reading comprehension in the kinds of comprehension like genre, topic main idea, supporting detail, purpose,

reference, inference. Because of those reasons, this research carried out in order to investigate how effective this technique at SMAN 1 Pangkalan Kuras Pelalawan.

2.12. Operational Concept and Indicators

To avoid misunderstanding and misinterpretation the concept of this research, it is important to give the operational concept and indicators in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpretation for the readers of this thesis. Thus, the main technical terms existed in this research are necessarily to be operated in this research.

There are some factors necessarily to be operated in this operational concept and indicators. In this research, there are three variables; they are (1) the using sq4r as independent variable (2) Students' interest and Students' reading comprehension as dependent variable. Because this research was experimental research, the writer divided the class into two classes, experimental group taught by using SQ4R technique and control group taught by using conventional technique. The operational concept for each variable can be described as follows:

2.12.1 Indicators of Variable X: Teaching Treatment by Using SQ4R technique

1. The teacher asks the students to pre read the text, noticing introductions, headings, first sentence and the last paragraph.

2. The teacher asks the the students to develop several questions that the students might expect the article or text to answer
3. The teacher asks the the students to read the text comprehensively and repeatedly while trying to get the author's ideas.
4. The teacher asks the students to answer their questions.
5. The teacher asks the Students to study their notes and be able to retell what was read in their own words.
6. The teacher asks the students to clarify their thinking and focus understanding. By reflecting on the reading, students begin to think critically about what they have learned and have not yet learned about the topic.

2.12.2 The Indicators of Students' interest

1. Students focus and concern to the reading text in reading activity.
2. Students feel excited to read several English texts or discourses.
3. Students often conduct reading activity in their leisure time .
4. Students pay attention while the teacher explains about reading texts or discourses.
5. Students conduct reading activity seriously.
6. Students feel enthusiastic to learn the reading text.
7. Students are thought actively while reading a text.
8. Students have a high eagerness to read to read at school or at home.
9. Students are active during the learning process.

10. Students participate actively in giving an opinion after reading a particular text.

2.12.3 The Indicators of Students' Reading comprehension

1. Students are able to identify the topic.
2. Students are able to identify the main idea.
3. Students are able to identify the supporting details.
4. Students are able to infer the text that they have read.
5. Students are able to investigate the reference of the word.
6. Students are able to identify the genre or kinds of text
7. Students are able to identify the generic structure of the text that they read.
8. Students are able to investigate synonym of the certain word in the text.
9. Students are able to identify the message or moral lesson from text whether it is in the form of narrative text.

2.13 The Assumption and Hypothesis

2.13.1 Assumption

In this research, it is assumed that students' problems in reading comprehension are various and it is influenced by many factors. Therefore, SQ4R technique can improve students' interest and reading comprehension, which is taught by using SQ4R technique, has significant effect of students' reading comprehension.

2.13.2 Hypothesis

Ho₁: There is no significant difference on students' interest of pre-questionnaire mean score between an experimental group and a control group.

Ha₂: There is a significant difference on students' interest of post-questionnaire mean score between an experimental group and a control group.

Ha₃: There is a significant difference on students' interest between pre and post-questionnaire mean score in the experimental group

Ha₄: There is a significant difference on students' interest between pre and post-questionnaire mean score in the control group

Ho₅: There is no significant difference on students' pre-test reading comprehension mean score between an experimental group and a control group.

Ha₆: There is a significant difference on students' post-test reading comprehension mean score between an experimental group and a control group.

Ha₇: There is a significant difference on students' reading comprehension between pre test and post test mean score in the experimental group

Ha₈: There is a significant difference on students' reading comprehension between pre test and post test mean score in the control group