

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Review of Related Theories

1. The Nature of Reading

Reading is one of the skills that is very important besides Listening, Speaking and Writing. It is supported by Harrison stated that:

Reading is one of the activities that has important skills and extends our knowledge but also it goes much deeper many respect reading determines how students are able to think, that it has a fundamental on development of imagination, and thus exert the powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.¹

It is to know the language and get the meaning from the printed message or develop the students' ability to extract the message the text contains. In addition Frank Smith stated that "Reading is extracting information from print" it is supported by Hirai stated that;

The reading process is an interaction with the text. Some struggling students have not experience in successful interactions that is, fluent, comprehensible reading. Students need to experience successful interactions with the text.

¹ Collin Harrison. *Understanding Reading Development (Electronic Book)*. London: 2004

Tankersley points out that Reading is a complex process made up of several interlocking skills and processes.² It means that reading is complex process where the reader's purpose or intention is acquiring the meaning of the reading material.

John S. Hedgcock stated that an individual reader brings a number of different things into the reading process, including purposes for reading (e.g., for survival, information/learning or pleasure), background (the influences of family, school, and culture or subculture of origin), attitudes toward reading and literacy in general (which may be shaped both by purpose and background), and prior knowledge (linguistic, content, and rhetorical) related to the information in the text. In addition, readers bring individual differences in personality, learning styles and strategies, reading strategies, and life experience. Thus, a group of readers encountering the same text at the same point in time (e.g., in a class or a book group) will not have identical experiences with reading the text or the same reactions to or interpretations of it. Even the same reader interacting with the same text at different points in her life will experience it differently because the reader herself has changed over time.³

Hughes states there are ways in reading as follows:⁴

a. Skimming

² Karen Tankersley. *Strategies for literacy Development*. (Virginia. USA, 2003) P. 2

³ John S. Hedgcock .*Teaching Readers of English Students*. Texts and Contexts. University of California, Davis .USA.2009

⁴ Arthur Hughes.*Testing for language teachers*. (cambridge Univerity Press 2005) p.138-142.

The candidate can:

1. Obtain main ideas and a discourse topic quickly and efficiently;
2. Establish quickly the structure of a text;
3. Decide the relevance of a text (or part of a text) to their needs.

b. Search Reading

The candidate can quickly find information on a predetermined topic

c. Scanning

The candidate can quickly find:

1. Specific words or phrases;
2. Figures, percentages;
3. Specific items in an index;
4. Specific names in a bibliography or a set of references.

The writer concluded that reading is a very important skill and a complex where the reader's purpose or intention is acquiring the meaning of the reading material. It is also a crucial thing for learners. There are ways of reading like skimming, search reading and scanning.

1. 1 Reading ability

Reading skills enable readers to turn writing into meaning and achieve the goals of independent, comprehension, and fluency.

Reading skills are specific abilities which enable a reader⁵:

- a. To read the written form as meaningful language

⁵ SIL International. "What are reading skills?" Version 4. 1999. P. 1 (Retrieved on June 21, 2011) <http://www.sil.org/lingualinks/literacy.../whatarereadingskill.htm>

- b. To read anything written with independence, comprehension and fluency.
- c. To mentally interact with the message.

There are some kinds of reading skills:

- a. Word attack skills let the reader figure out new words.
- b. Comprehension skills help the reader predict the next word, phrase, or sentence quickly enough to speed recognition.
- c. Fluency skills help the readers see larger segments, phrases, and groups of words as wholes.
- d. Critical reading skills help the reader see the relationship of ideas and use these in reading with meaning and fluency.

2. The Nature of Reading Comprehension

According to Webster's Dictionary, comprehension is "the capacity for understanding fully, the act or action of grasping with the intellect." Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing."⁶

Keith Lenz point out "Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then

⁶ Webster's dictionary, *the definition of Comprehension*. Saturday, December 7th, 2013. 08: 37, (<http://academic.Cuesta.edu/AS/301.HTM>).

using background knowledge to construct an approximate understanding of the writer's message.⁷

Reading comprehension can simply be defined as understanding what you are reading. Even though that sounds easy it really isn't, because it requires our full attention and focus when reading. If you aren't properly processing what you are reading as you are reading through text then you have poor reading comprehension, and if you do then vice-versa. It's pretty much impossible to try and captivate the act of comprehending, but that's why improving your comprehension is a process. Essentially reading comprehension works by series of cognitive processes. When a person begins to read, the brain is using its understanding of individual sounds in language, phonics (connection between letters and sounds and the relationship between sounds, letters, and words) and the ability to construct a meaning from what you are reading, which is the essentially the end result: comprehension.

There are elements that make up the technique of reading comprehension: vocabulary knowledge & text comprehension. In order to understand what you are reading you must be able to understand the vocabulary used in the piece of writing you're reading. If the individual words have no meaning then the general story won't either. Children can use what they know about vocabulary to try and process it, but they also require to continually be taught new words. Aside from understanding each word in a text, a child also has to be able to make sense of them and has to be able to

⁷ Keith Lenz. *Reading Comprehension*. Sunday, May 18th, 2013. (<http://www.Specialconnections.ku.edu/instruction/reading-comprehension>).

come up with a conclusion of what it truly means, this process overall is referred to as text comprehension. It's much more complex and varied than just basic vocabulary knowledge. Readers apply quite a few different text comprehension strategies to enhance reading comprehension. These include surveillance for understanding, answering and developing questions, summarizing & being aware of and using a text's construction to aid comprehension.

Reading comprehension is truly crucial to existence. Much continues to be written about the importance of practical literacy. In order to endure and thrive in today's world individuals will have to be able to comprehend common texts such as bills, mortgage agreements (leases, purchase contracts), instructions on packaging and travel documents (bus and train schedules, maps, travel directions). Reading comprehension is a vital component of functional literacy. Consider the potentially dire consequences of not having the ability to comprehend dosage directions on a bottle of medicine or even warnings on a container of dangerous chemicals. With the ability to understand whatever they read, individuals are able not only to live securely and efficiently, but additionally to continue to develop socially, emotionally and intellectually.

There are at least four "levels" of comprehension:⁸

1. Literal - Ability to accurately retell information that was explicitly stated in a text

⁸ Jennifer M. Corner – Zachocki. *Five Components of reading*. <http://e341iupuc.weebly.com/five-components-of-reading.html> 2013.

2. Inferential - Ability to use what one knows about language, as well as one's background knowledge, to make sense of (draw inferences about) what is being said in the text.
3. Pragmatic - Ability to use one's cultural understandings to draw conclusions about what the author means or intends. (The problem with pragmatics is that many students come from different cultural backgrounds than the author is assuming about his/her readers).
4. Critical - Ability to question and challenge a text in a way that indicates an understanding on the part of the reader that authors have biases, agendas, and flaws.

3. Teaching Reading Comprehension

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process. ⁹The important point in comprehending text is related to the goal, it means that the teacher must do it. Therefore, the student will understand text.

The following principles can guide the design and practice of a reading programmed. For another list of principles is as follows.

3.1 Principle for Teaching:

a. Meaning –focused input

1. Practice and training in reading should be done for a range of reading.

⁹ William Grabe. *Reading in Second Language.: moving from theory to Practice*. Cambridge University Press. USA. 2009. P. 14

2. Learners should be doing reading that appropriate to their language proficiency level.
3. Reading should be used as a way of developing language proficiency.¹⁰

The teacher should focus on the reading purposes for the learner's reading may to have fun, to learn, to critique the text or to write. on the other hand, the learner should be doing reading that is appropriate to their language proficiency level.and then the learner should read with 98 percent coverage of vocabulary in the text with the teacher.

b. Meaning – focused Output

Reading should be related to other language skills. The course should involve listening, speaking, and writing activities related to the reading.

c. Language –focused Learning

1. Learner should be helped to develop the skills and knowledge needed for effective reading.
2. Learners should be given training and practice in a range of reading strategies.
3. Learners should be given training and practice in integrating a range of strategies.

¹⁰ Nation. LSP. *Teaching ESL/EFL. Reading and Working*. Rutledge. New York. 2009. P.6

4. Learners should become familiar with a range of the text structure, such as used to newspaper reports, stories, recount and information reports.¹¹

In language focus, the teacher should help learner to focuses in extensive reading or to intensive reading. And the teacher should give training of reading strategy. And then the teacher should help learner to be familiar with a strategy package procedures. And the last, the teacher should help learner to be familiar with a range of text structures such as stories, newspaper report, recount and others.

d. Fluency Development

1. Learners should be helped and pushed to develop fluency in reading.
2. Learners should enjoy reading and feel motivated to read.
3. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.¹²

The reading fluency could be developed by helping the teacher to the learners. The teacher should help learner to practice reading speech such as scanning and skimming and others. Then the teacher should help learner become enjoy reading and feeling motivated to read the text such as comics, cartoons, book about sports and others. And the teacher should monitor and courage of the learner's extensive reading and issue logs because the learner should read a lot.

¹¹ *Ibid.* P.7-8

¹² *Ibid.* P. 8

The writer could conclude that there are four principles for teaching reading comprehension. Firstly is meaning focus input, that the teacher focuses on way that the teacher focuses on way that could develop the learner's motivation to reading comprehension generally. Secondly is meaning focus output, that the teacher focuses on way related to other language skills, the .third is language focuses learning, that the teacher focuses on way that helps learner to develop the skills and knowledge needed for the effective reading. And the last is fluency development, that the teacher focuses on way that helps learner to develop her or his reading fluency.

4. Nature of Narrative text

a. Definition of narrative

A story about fiction or real events, which follow a basic standard format. Narratives includes a plot, setting, characters, structure (introduction, complication, resolution), and theme. Based on diknas that A narrative is a text that tells a story. The purpose of narrative is to entertain the audience. Another purpose can be to teach the audience a lesson. A narrative can take the form of fairytales, folk tales, legends, or fables. In this unit, we will focus on narrative in the form of fairytales.¹³ In addition by Montgomery stated that;

Narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most

¹³ Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Kompetensi Materi*. Copyright. 2009

obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions.¹⁴

b. Purpose

The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

c. Types of narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

d. Features

Characters with defined personalities/identities.

¹⁴ Martin Montgomery. *Way of reading*. Routledge. USA: 2007. p. 251

Dialogue often included - tense may change to the present or the future. Descriptive language to create images in the reader's mind and enhance the story.

e. Structure

In a Traditional Narrative the focus of the text is on a series of actions:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where? E.g. Mr. Wolf went out hunting in the forest one dark gloomy night.
2. Complication or problem: The complication usually involves the main character(s) (often mirroring the complications in real life).
3. Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

To help students plan for writing of narratives, model, focusing on:

1. Plot: What is going to happen?
2. Setting: Where will the story take place? When will the story take place?
3. Characterisation: Who are the main characters? What do they look like?

4. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

5. Theme: What is the theme / message the writer is attempting to communicate?

f. Lexicon grammatical features

Lexicon grammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicon grammatical is needed to help the students to know how texts work, learn to understand and produce the text.

g. Language

Action verbs: Action verbs provide interest to the writing. For example, instead of *the old woman was in his way* try *The old woman barred his path*. Instead of *she laughed* try *she cackled*.

1. Written in the first person (I, we) or the third person (he, she, they).
2. Usually past tense.
3. Connectives, linking words to do with time.
4. Specific nouns: Strong nouns have more specific meanings, e.g. *oak* as opposed to *tree*.
5. Active nouns: Make nouns actually do something, e.g. *It was raining* could become *Rain splashed down* or *There was a large*

cabinet in the lounge could become A large cabinet seemed to fill the lounge.

6. Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader. Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character:

5. Nature of SQRW Strategy

a. Definition

SQRW (Survey, Question, Read, and Write) is a strategy for reading. According to Mangrum this strategy for reading and taking notes from textbooks and also can improve the reading comprehension. SQRW strategy will provide the students with number of advantages in building their comprehension skill.¹⁵ SQRW strategy is a strategy used in teaching reading which is based on the strategies, the good readers use when they are reading.

There is similar strategy to SQRW. One of them is called SQ3R which stands for Survey, Question, Read, Recite, and Review. Both of them devote the students to survey or preview the title and introductory paragraph of the text, read, answer the questions, identify the important information and summarize the information in ones' own words.

¹⁵ S.S Strichart and Mangrum. Using SQRW While Reading and Talking Notes from textbooks. University of Miami. USA. 2002. <http://www.education.com/reference/article/SQRW-reading-talking-notes-textbooks/> dec 10,2012.

Basically, the purpose of “SQRW strategy” is to facilitate a group effort between and students as well as among students in the task of bringing meaning to the text. And the writer will use it to increase the students in comprehending narrative text for the senior high school. Here are steps of SQRW strategy:

1. Survey: the first step, before starting the reading a chapter should be surveying that the chapter such as title, introduction, headings and summary or conclusion at the end of the chapter. And also survey if also any picture, graphs, maps, or tables in the chapter and caption. The purpose of surveying the chapter is to quickly learn what the chapter is about before reading it in its entirety. In addition by Nicoleta state that “surveying will make the reader feel comfortable and familiarize with the text.”¹⁶
2. Question: the second steps, the reader should formulate questions. Ask questions about title, headings and subheadings by changing them into WH-Questions, i.e. question that start with who, what, why where, when and how.¹⁷In addition by John lucker state “ write the questions on the paper.”¹⁸
3. Read. In this step, the readers find the answers of the questions.¹⁹ Nicolate states that the reader should read attentively. Concentrate on what readers are reading, and then read the information that comes

¹⁶ Nicoleta Mariana Iftimie and Ann Wan- lih Chang. Academic StudySkill An introduction. Shih Chien University. 2008. P.61.

¹⁷ *Ibid.*,

¹⁸ John Luckner., loc. Cit

¹⁹ SS. Strictart and Magrum., loc., cit

after each heading. Next try to find answers to the question you asked.

Finally, if necessary, change your questions or add other questions.²⁰

4. Write. It is final step in the SQRW reading strategy for reading textbooks is Write. Make sure to write each of the questions you form along with its answer in a notebook. After written down each question as well as the answer to each question review each question again to make sure you have completely answered the question.

B. Relevant Research

According to Syafi'i relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²¹ This research has relevance with order research; a research from Rina Sundari, in 2013²².she conducted a research entitled "The Effect of Using POSSE Strategy toward Reading comprehension at the second year students of SMA Handayani Pekanbaru". She tried to find out whether there is significant effect of using POSSE in improving the students' reading Comprehension at the second year of SMA Handayani Pekanbaru. From the research, she found that there was significant of using POSSE in improving the students' reading ability at the second year of SMA Handayani Pekanbaru. The research conducted by Rina Sundari is different from this research in which in research, the researcher tried to find the significant effect of SQRW strategy toward reading narrative text ability of the first year students at MA Hasanah Pekanbaru.

²⁰ Nicoleta., loc. cit

²¹ Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru: LBS. 2007) p. 122

²² Rina Sundari. *The Effect of Using POSSE Strategy toward Reading Comprehension at the Second Year of SMA Handayani Pekanbaru*.(Pekanbaru : Unpublished,2013),pp.i

In 2011, Rizka Ummul Khaira²³ conducted a research which entitles “The Use of SQRW Strategy increasing students’ ability in Narrative text at MA Darel Hikmah Pekanbaru”. She tried to find out whether there is significant effect use of SQRW In Pre- Test the ability of students in comprehending text is low. The mean score was 54,03. After that, with Using SQRW strategy the students; reading comprehension can increase the average of students was 19,2 % or score 62. The research conducted by Rizka Ummul Khaira is different from this the researcher this reserves tries to find the significant effect of using SQRW strategy on reading comprehension of the first year students at MA Hasanah Pekanbaru.

C. Operational Concept

Operational concept is a concept that is used to avoid misunderstanding. So, it should be interpreted into particular words in order to make it easy to measure. There are two variables used in this research; they are variable X and variable Y. The indicators that will be compared are about student’s reading comprehension by using SQRW Strategy and without using SQRW strategy. SQRW strategy is as variable X that gives the effect on students’ reading comprehension as variable Y.

²³ Rizka Ummul Khaira “The Use of SQRW Strategy increasing students’ ability in Narrative text at MA Darel Hikmah Pekanbaru”. (Pekanbaru : Unpublished,2011),pp.i

The indicators as follows:

SQRW Strategy	Narrative Text
<ol style="list-style-type: none">1. Variable X is SQRW<ol style="list-style-type: none">a. Survey the narrative text such as title, introduction, heading and summary or conclusion before start reading.b. Formulate the question in the narrative text.c. Read the narrative text for answer the narrative text.d. Make sure to write each of the questions and after that answer the questions.	<ol style="list-style-type: none">2. Variable Y is reading comprehension in narrative text.<ol style="list-style-type: none">a. Students are able to identify pronominal references in narrative textb. Students are able to identify main idea in narrative textc. Students are able to identify generic structure of narrative textd. Students are able to infer meaning of an unknown narrative texte. Students are able to make inferences

D. The Assumption and hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. This material (narrative text) has been learned by the first year students.

- b. Survey, Question, Write and Read (SQRW) strategy is applied, it is assumed the better result reading comprehension in narrative text students can get.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

H₀ : There is no significant effect of using Survey, Question, Write and Read (SQRW) strategy on reading comprehension in narrative text of the First year students at MA Hasanah Pekanbaru.

H_a : There is significant effect of using Survey, Question, Write and Read (SQRW) strategy toward reading comprehension in narrative text of the First year students at MA Hasanah Pekanbaru.