

CHAPTER TWO LITERATURE REVIEW

2.1 Previous Studies

The first researcher previously came from Ayitey (2020). The purpose of this study was to investigate how effective the SQ3R technique can be in improving the reading ability of expository texts of students of SMP demonstration (KPCE). In this study, the researcher used 45 students who were selected to study basic reading performance and used simple random sampling of the selected students. This study uses a pre-test that was conducted after twelve students were taught an intervention comprehension lesson using the SQ3R reading strategy. The results of this study concluded that SQ3R is a better strategy to improve students' reading comprehension skills of expository texts because it must be encouraged in teaching comprehension.

The second previous study was conducted by Sakinah (2017). The purpose of this study was to determine whether the SQ3R strategy could improve students' reading comprehension. The subjects of this study were students of class VIII-5 SMP Negeri Banda Aceh who were selected by simple random sampling. The reason the researcher conducted this research was that the students' reading comprehension was still low. This study uses quantitative research on the exposure of surveys, questions, reads, reads, and reviews (SQ3R). The result of this study can be concluded that the SQ3R strategy can improve the student's reading comprehension of descriptive text.

The third previous research came from Suhardi (2019). The purpose of this study is to examine the theory of Cooperative integrated learning and composition (CIRC) and Survey, Question, Read, Recite, Review (SQ3R). The research design used was the Nonequivalent Control Group's pretest-posttest design with two experimental groups and one control group. The population of this study was fourth-grade students of SD Muhammadiyah Gunungpring Muntilan. The results of this study indicate that there is a significant difference in students' reading comprehension between the experimental and the control class.

The fourth previous research was conducted by Bulut (2017). This study is entitled Improving 4th Grade Primary School Students' Reading Comprehension Skill. The purpose of this study was to conduct an action to investigate reading comprehension skills when using the SQ3R reading strategy. This strategy was used for the comprehension skills of 7 4th-grade elementary school students who had problems with reading skills. An action plan was prepared for 3 hours a day on 3 days a week for 10 weeks. In the intervention process, the first author conducted this intervention with a classroom teacher. In this study, "Teacher's Diary" and three different forms of writing, namely "Reading Comprehension Test", "Student Interview Form" and "Student Observation Form" were used as data collection tools to provide research credibility. The results of this study indicate that the SQ3R reading program can improve students' reading comprehension. Based on the data obtained from this study, the student's ability to visually analyze the text, and their predicting and note-taking skills were found to improve.

The fifth researcher previously came from Busmin (2017). This study is entitled *The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension*. The purpose of this study was to determine whether the students' reading achievement with the INSERT strategy understanding was higher than that of the students with the SQ3R strategy. The second is the achievement of learning to read comprehension of students who have high curiosity is higher than students who have low curiosity. curiosity. Third, there is an interaction between teaching strategies and curiosity about students' reading comprehension achievement. This experimental study used a 2 x 2 factorial design. With a total sample of 76 people with 38 students in each class. The first class is treated using the INSERT strategy and the second class is treated using the SQ3R strategy. The purpose of this quantitative research with a factorial experimental approach was to test the significance of the increase and difference in students' reading literacy learning achievement and vocabulary mastery after being taught through SQ3R with authentic and simple texts in one of the English Language Study Programs at the State University in Jambi, Indonesia. The sample of this study was 56 sixth-semester teacher students at one of the state universities in Indonesia, Jambi. For data collection, pre-test and post-test techniques were used.

The results of the paired sample t-test showed that there was a significant improvement in the achievement of reading literacy and vocabulary mastery of the students from the two experimental groups. In addition, the results of the independent sample t-test analysis showed that there was no significant difference in the student's reading literacy achievement and vocabulary mastery between the

two experimental groups and their level of achievement. Factorial analysis shows that there is an interaction between the type of text and the level of student achievement, both high and low achievers. The implications of the findings and suggestions are discussed.

Differences in the results of the 5 previous researchers, 2 of whom had different levels of education, namely on the elementary school scale, these 2 researchers took elementary school students as sample subjects to find out whether there were differences from the research they took, from researcher Suhardi (2019) this researcher used two methods at the same time to test the effectiveness of whether the SQ3R and CIRC methods can have a significant impact on students, meanwhile research conducted by Bulut (2017) took a sample of grade 4 elementary school students with the result that the SQ3R method can improve students' ability to analyze a discourse text, so that from the five previous researchers, 3 were the same as the researcher that the use of the SQ3R method was able to improve students' abilities in reading comprehension.

Of the five studies discussed above, all of them explain the use of the SQ3R method in finding out how effective the SQ3R method is in improving students' reading of descriptive texts. Of the five explanations and research that have been carried out by the researchers, they all use some of the same techniques in their application, besides the findings they get to show that SQ3R is a method that can be applied to find out how far students' interests and abilities are in terms of reading, In the implementation of research, SQ3R has several advantages in helping teachers to

find data, SQ3R is easy to apply because it can be set or determined how much and what mechanism we want to make when conducting research.

2.2 Theoretical Framework

2.2.1 Concept of Reading Comprehension

Reading comprehension is the ability to read a text, process it, and understand its meaning. It all hinges on two, interrelated abilities: word reading and comprehension. Reading is one of the four language skills in English. Reading is one of the tools to communicate with other people. Reading is a process of negotiating the meaning of a text for reading comprehension. In this case, reading is a way or process to obtain information from a text that is read. Reading consists of two related processes, namely word recognition, and understanding. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. According Renandya (2014) reading comprehension itself is the main basis that must be mastered by students because reading comprehension plays an important role in the learning process both in the school environment and outside the school environment.

The indicator of reading comprehension itself has five aspects including identifying main idea, understanding vocabulary, identifying supporting details, identifying reference, making inference, from these five aspects students must understand them in their reading ability.

Reading comprehension itself requires three elements; the reader doing the comprehension, the text to be understood, and the activities of which the comprehension is a part. If the three elements and some reading comprehension

have been understood by students, then they will easily catch and understand the contents of a reading text.

2.2.2 Concept of Teaching Reading Comprehension

Teaching is an act of a person trying to help others to reach their full potential in this aspect of development. Teaching is part of an ongoing process between one individual and another to share knowledge. Brown (1987), in every learning process, the teacher is unique, and the task of the teacher is to find, understand, and utilize this uniqueness in activities in their learning. In other words, teaching is a concept where a teacher makes an interesting and unique method pattern for the learning process so that students are interested in participating in it. The ability to read comprehension is one of the main skills that must be possessed by students today, reading comprehension has a very important role, students need a variety of information that is easily obtained through reading activities. The concept of teaching reading comprehension is how a teacher can develop students' reading abilities, in other words, the teacher must also be able to motivate to encourage students. So to provide understanding and motivation to read to students the teacher must have a strategy to compile it, one of which is; the teacher must have a vision of what is most important in reading, and the teacher must provide assignments or experiences that make students feel that the method or technique taught for reading is very impressive. Brown (2007), teaching is defined as guiding or helping someone to learn how to do something, teaching, guiding in learning something, or giving something.

2.2.3 Concept of SQ3R

SQ3R is an excellent reading method for intensive and rational reading purposes.

The method of reading this study was recommended by a professor of psychology from Ohio State University, Robinson (1941). Reading activities using the SQ3R method include the following five steps: Survey (preliminary study); Question (ask); Read (read); Recite (restate); and Review (repeat).

According Aziz (2014) to use this method, before reading, we must survey to get an overview of the reading by looking at the beginning and end. For example, when reading a book, we first survey the title of the book, author's name, publisher's name, year of publication, table of contents, introduction, summary, and bibliography. After surveying the book, we formulate some questions for ourselves about the reading that we hope to answer in the book.

The meaning of SQ3R:

a. Survey

In conducting the survey, it is recommended to prepare pencils, paper, and marking tools such as highlighters (yellow, green, etc.) to mark certain parts and to look for ideas that are expected from the book. Important parts will serve as material for questions that need to be marked to facilitate the process of compiling a list of questions that will be carried out in the second step.

b. Question

Question is the second step of the SQ3R learning method. This step is to formulate clear, concise, and relevant questions with the parts of the text that have been marked in the first step. Instead, the questions are recorded

so they don't forget and to make it easier to find answers to the questions you're looking for.

c. Read

The next step of this SQ3R learning method is reading. Reading is the most important stage of this method. Read actively in search of answers to questions that have been arranged and have been recorded. In this case, active reading also means reading that is focused on paragraphs that are thought to contain answers so that it will be easier to find important points.

d. Recite

The next step is to mention or retell the answers to the questions that have been compiled and recorded. As far as possible, try without opening the answer notes as written in the third step. This step is done so that readers can easily get the results of what they read. If a question is unanswered or it is difficult to find an answer to, try to continue to answer the next question. And so on, until all questions, including those that have not been answered, can be resolved properly

e. Review

At this last stage, a review of all questions and answers is carried out. At this stage, a brief conclusion will be obtained, but it can describe all the answers to the questions that have been asked or the entire material studied in learning activities. the answers that are thought to be relevant to the questions that have been compiled in the second step.

2.2.4 Definition of Descriptive Text

Descriptive text is a form of text that contains a description of an object. In English, it is understood that Descriptive Text is a text that contains the description of an object, which is an animal, place, person, or thing. According to Poesio (1997) the purpose of a descriptive text is to describe or describe a special object. The descriptive text itself has several structural rules including the Descriptive Text structure consisting of two parts. The first part is Identification, and the second part is Description. On this occasion, the researcher tried to use descriptive text to find out about students' interest in reading, which was packaged using the SQ3R method.

The following are some of the characteristics that are often found in descriptive texts:

- a. Using simple present tense
- b. Use specific nouns such as my car, my father, my school, etc.
- c. Use action verbs such as write, walk, talk, etc.
- d. Using figurative language as an illustration for the reader
- e. Using adjectives such as cute, small, big, tall, etc.

However, each text has its structure. The structure of the descriptive text is quite different from other types of text such as narrative or recount. Descriptive text only has two parts, namely identification, and description. The following is an explanation of each of these structures:

- a. Identification

Identification is the opening part of a descriptive text. In this section, the author introduces the object to be described. Through this introduction,

the reader can better understand every detail that will be conveyed in the main section.

b. Description

This section is the essence of a descriptive text. The author conveys the entire description of the object in question in detail.

Example of Descriptive Text

My school is the best and I want to tell you why. This is the largest school in my city with a total land area of 10 acres. Situated in Jl. Merdeka No. 23, the location is very easy to find. From the outside, it looks glaring with green buildings and a robust yellow gate. My school has 5 main buildings with many rooms. It also has complete facilities such as a cafeteria, sporting course, mosque, laboratory, library, art room, hall, and many more. My favorite place is the art room as I can explore my talent there. This room is equipped with a small stage where I can perform in front of my friends. This is why my school is the best for me.

2.2.5 Analysis of Descriptive Text

My school is the best and I want to tell you why. This is the largest school in my city with a total land area of 10 acres. Situated in Jl. Merdeka No. 23, the location is very easy to find. From the outside, it looks glaring with green buildings and a robust yellow gate. My school has 5 main buildings with many rooms. It also has complete facilities such as a cafeteria, sporting course, mosque, laboratory, library, art room, hall, and many more. My favorite place is the art room as I can explore my talent there. This room is equipped with a small stage where I can perform in front of my friends. This is why my school is the best for me.

Based on the example above, examples of descriptive text questions can be analyzed into two parts, namely, the first part of identification, which contains the initial opening of the text sentence, usually, the contents of this initial sentence introduce the object of an event that occurred. At this stage, the reader is usually expected to be able to understand in detail from the beginning of a paragraph.

The second paragraph explains the description of a text, usually at this stage the author explains in detail the text, from the place, sequence of events, and characters, to the end of the story. By sorting the structure of the descriptive text first, it will be easy for students to find answers to each question, so the stage that students need to understand is to first analyze the structure of the descriptive text.

In the analysis of text description students can use the SQ3R method to determine and find answers to these questions, including by conducting a survey first by reading all the story texts, after that students can carry out stage two, namely by analyzing questions that refer to answers such as synonyms or give a mark on the answer that will be sure to be chosen, the next step is to re-read by making small notes to easily select and determine answers, recite to make a final decision by

reviewing all the answers that are sure, review re-reading all answers and questions to make sure whether the answers have been right or not.