CHAPTER II
REVIEW OF RELATED LITERATURES

This chapter presents review of related literature of the implementation of SQ5R technique in teaching reading comprehension. It relates to the reading skill, teaching reading technique, teaching technique of SQ5R, the implementation of SQ5R, and the students’ response.

2.1 The Reading Skill

Reading is one of the language skills which is termed of receptive skill where the meaning is extracted from the discourse. It is certainly the case that reading demands considerable language activation on the part of the reader. It means that the reader has to understand by using any or all texts of language knowledge to get meaning from what reader is reading (Harmer, 2015: 297).

Reading is very important in education, especially in the teaching of English which is focused on students’ comprehension. According to Nuary (2015) stated that the success of students’ study depends on the student’s ability to read. Reading helps to understand better what is read by people.

2.2 The Types of Reading

To get the maximum benefit from reading, students need to be involved in fourth of the types of reading. Harmer (2015: 314-321) classified the types of reading into intensive reading, reading aloud, extensive reading, reading sequences.
2.2.1 Intensive Reading

Intensive reading is designed to enable the students to develop their ability to read for a number of different purposes, such as getting the general meaning of a text (skimming), finding specific details that the reader is looking for (scanning), or understanding what is behind the words (inference) (Harmer, 2015: 314).

2.2.2 Reading Aloud

In Patel & Jain (2008: 120) said that reading aloud is the important way in teaching English. Harmer (2013: 318) added that reading aloud is also one of the oldest and most common procedure that teachers use. This procedure will be successful if students see what they are going to read aloud before they are asked to do. Students should read the sentence or paragraph themselves and think about how to say it. If students do this well, they will see that they can speak English better, perhaps than they had thought.

2.2.3 Extensive Reading

Extensive reading usually takes place outside the class and has traditionally been encouraged not for language study so much as for practicing reading, having a pleasure experience and gradually acquiring language. Extensive reading is not only reading, but it is also believed to increase the vocabulary recognition, spelling, writing, and even pronunciation (Harmer, 2015: 319). Whereas, Patel & Jain (2008: 119) explained that the purpose of extensive reading is to train the student how to read directly and fluently in the target language for enjoyment, without the aid of the teacher.
2.2.4 Reading Sequences

Harmer (2015: 321) told that reading sequences represent only a fraction of the many ways in which reading can be approached with classes of students. Reading sequences involve a range of activities: the students engage with full text in order to understand their overall meaning; students use prediction to activate their schemata; students use what they have read to create their own writing; and students take part in puzzle-like activities to reassemble texts.

2.3 The Teaching Reading Techniques

In teaching reading, teachers must be attentive to the aim of reading procedure to encourage the students’ reading abilities (NCLRC, 2004). It means that teacher should pay attention to the students to teach reading effectively in the classroom. In teaching reading, NCLRC (2004) assumes, “Students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors”. Teaching reading also has the components which are necessary to be practiced in content on a daily. Hindle (2007) stated that most reading experts agree that there are five components to the teaching of reading, they are as follows.

Firstly, according to Hindle (2007: 12) phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. The children should be aware of how sounds in words work, then they learn to read print. They need to understand that words are made up of speech sounds or phonemes. Learners
instinctively know about phonemes; otherwise, they would not be able to speak or understand speech. When they learn to read and write, they need to become aware that each sound can be written as a letter or group of letters.

Secondly, Hindle (2007: 13) stated that word recognition refers to the skills that readers need in order to read unknown words. The two main elements involved in word recognition are phonics and sight words. The first, phonics means decoding a word by breaking it down into units (syllables and letters). Phonics instruction teaches children the relationship between the letters of written language and individual sounds of spoken language. The purpose of phonics instruction is to give the learner tools so that they can easily decode the words. Learners may not understand the words they are ‘reading’, especially if they are in an unfamiliar language. However, phonics instruction is an important building block in the teaching of reading and writing – which is making and understanding meaning. In the English language, there are 26 letters of alphabet, there are 44 phonemes (sounds) and 120 graphemes (letters and combinations of letters). The second, sight words involve the learner in recognizing a word by its shape, length and other features. Many of the most common words have irregular sound-to-letter relationships. Examples like “this, because, you, me, and was” show that they cannot be decoded according to phonic rules or principles.

Thirdly, comprehension (understanding) has to be developed from the every start. It cannot be left until the learners are able to break words down into their components or until they can read a certain number of sight words. The idea is to use the stories they read, tell and listen to as the basis for thinking activities:
expressing their own opinion, drawing conclusion based on the information provided in the text, summarizing the text, providing a different ending (Hindle, 2007: 14).

Fourthly, Hindle (2007: 16) added that vocabulary can be learned incidentally from the context of the text that the learner is reading, but there is also a need to teach vocabulary in a planned, deliberate way. To develop as readers, learners need to have knowledge and understanding of a wide range of words. Knowing many words will help with fluency as well as the comprehension of text.

Finally, fluency in reading means the ability to read texts smoothly, accurately and with understanding. Fluency is a key indicator of comprehension. If the learners are reading just one word at that time, without fluency, it probably means that they also have problems in understanding the text. Basically, to develop fluency reading is by reading a lot (Hindle, 2007: 17).

2.4 The Teaching Technique of SQ5R

The SQ5R technique might be changed into the simple way in teaching reading technique. Those techniques include the steps of survey, question, read, recite, record, reflect, and review (Bepko Learning Center, 2006). The teacher might use this technique because these include all of the kind of technique above.

Survey and question have the purposes in the teaching learning process, that is to predict the materials that given by the teacher and to know the students’ knowledge based on the materials. Read and recite have the same way as teacher’s reciprocal technique to lead the students to discuss and to find the answer of the
text. Record and reflect expect to students to have the condensations and connections from the information. Review is as the last step in SQ5R. It also has same ways as repetition and summarization technique. According to Bepko Learning Center (2006) that SQ5R is the effective way to improve the reading in the less time. The explanation of the SQ5R technique is presented as follows:

2.4.1 Survey

According to Bepko Learning Center (2006) survey is the first way for getting the ideas from what the chapter is about. This step will give students an overview of the reading content. It includes:

1. the introductions of materials;
2. heading and subheading;
3. visual materials such as charts, graphs, or pictures;
4. the end of chapter materials include conclusion and summary.

The purpose of survey is to gain a quick overview of the chapter as a whole, its orderly development, and the relationship of main ideas to each other, before reading.

2.4.2 Question

Question is followed after the survey of the text. The question formed by the student aids the reading process by causing the reader to search for the answer to the question (Baier, 2011). It expects to generate questions to help students comprehend and make predictions of the text. It supposes students to search the answers of the questions by reading the text. Students set a purpose for their reading
by generating about the materials and use the topic and heading to create the questions (Baier, 2011).

2.4.3 Read

The next step is the critical step. In this step, students read carefully and actively to obtain the main ideas and important information details which support the main ideas (Pribadi, 2013). Fiapristi (2014) added that this activity involves looking for the answer and the meaning with full attention by taking some notes all the underline.

2.4.4 Recite

Recite is the time where students can answer the questions without looking back at the text. As Robinson (in Baier, 2011) states, “The reader should not scan or read through the text to find the appropriate answers”. The goals of this step are to make sure that readers be able to provide the answers and to encode the important information.

2.4.5 Record

This is the step of the first writing activities. Students write the answers and make some notes of main points of the text. Notes allow students to be actively involved in the learning process and help students understand the text better (Bepko Learning Center, 2006). Sangcharoon (2010) added that students write the outline for the summary to help students understand the text better.

2.4.6 Reflect

In this step, students try to make connections with the ideas of the text and their own personal experiences by writing. According to Sangcharoon (2010),
“Students are encouraged to express their opinions or feelings about the issues presented in the text”. So in this step, by making notes helps students in memorizing.

2.4.7 Review

The last step, review, means to re-read and check the students’ notes for important information to be learned. According to McDaniel and Fisher (in Pribadi, 2013) states, “re-reading activity provides immediate feedback which has been shown to bolster the testing effect”. So, it is an excellent check for learning and make sure that students get the main points of the selection in mind and understand the relationship between the various points.

2.5 The implementation of SQ5R

According to Bepko Learning Center (2006), SQ5R is implemented in several steps, they are as follows.

2.5.1 Survey

As the first step, survey is used to gain a quick overview of a chapter as a whole before reading the text. According to Bepko Learning Center (2006) this step spends around one until five minutes in the following manner:

a. Students read introductory materials and the whole chapter in order to get an overview of content and structure.

b. Students read the title, headings, subheadings, and first sentence of paragraphs.

c. Students look at the visual materials such as charts, graphs, or pictures.
d. Students read marginal notes.

e. Students look for theories, terms and definitions, and facts of the content and for chronology, cause and effect relationship, and organization of structure.

f. Students skim over terminology or information in special print.

g. Students read end-of-chapter materials, including conclusion, summary, or chapter review questions.

2.5.2 Questioning

Questioning is used after the students survey the text, then ask questions based on the text. Bepko Learning Center (2006) assumed that the questions have to relate to the content which include which (specific items), what (specific facts), why (reasons), where (specific locations), how (specific processes), who (specific people), when (time periods). According to Fiapristi (2014) the steps will be began from:

a. Students turn to the title and make up questions from the headings or subheadings.

b. Students rewrite the most important questions that students will answer by the end of the chapter or after each subheadings in own words.

2.5.3 Reading

Reading is used for answering the question in the second step. Students read slowly and carefully the paragraph at a time to concentrate and comprehend, then make a note for the important points (Sangcharoon, 2010). In this step Mifflin (1972) told that students will:

a. Students read actively from the beginning and attempt to answer questions;
b. Students selectively evaluate ideas and concentrate on the important question
to answer;

c. Students learn the important ideas.

2.5.4 Reciting

This step enhances the students’ memory of the reading the text. Mifflin
(1974) mentioned the steps of reciting are explained as follows.

a. Students close the book and try to remember the answer. It is better if students
concentrate on the three to five things.

b. Students recite the answer aloud or write it out to the question without looking.

c. Students check the answer by referring in a notes or the book and re-study as
necessary.

d. Students have someone to quiz or give tests to themselves.

2.5.5 Recording

In the fifth step, recording, students write the answers in complete sentences
and make some notes of main point of the text. Bepko Learning Center (2006) said
that this allows students to have a condensed form of the information. Notes also
allow students to be actively involved in the learning process. According to Mifflin
(1974), the process are:

a. Students makes some notes, underline, or highlight what is the important.

b. Students find the best statement of each idea or concept to underline or write
in their own words to make easier to memorize.
2.5.6 Reflecting

This step is reflection on the information that students have just read. According to Bepko Learning Center (2006), the steps are:

a. Students write down any reflections or connections that have been made in their notes to come back to them again later if students forget.
b. Students think about the material in relation to what students already know.
c. Students also can ask or discuss with classmates if there is something which is not clear.
d. Students examine the ideas presented to test their validity critically.

2.5.7 Review

The last step, students identify the main points of the reading by looking for the most important ideas in each section. Soedarsono (in Pribadi, 2013) stated that the reader should try to find information that they may have missed at reading step while reading. Bepko Learning Center (2006) mentioned in this step, students will take action like:

a. Go back over the material to keep it fresh in students’ memories from the answers of questions until the end of the chapter.
b. Study and recite from the notes that are made in the record step
c. Write a summary of the information in the chapter

2.6 The Students’ Response on Implementation of SQ5R

According to Powell, et.al. (2002:53), there are stimulus and response which are correlated each other. Stimulus is any event that could potentially involve
behavior while response is a particular instance of behavior. Fiapristi (2014) assumed that response is important in social interactions as like response from a person act as a stimulus for the next response from the other.

Students’ response is important in the teaching process because as a teacher should know about indicate of the performance that students have learned. Therefore, students’ response is something that students say or do to express their feeling by giving answers, replies, and reactions, which might be good or bad, correct or incorrect, positive or negative, agree or disagree, appropriate or inappropriate, and another feeling and expression (Fiapristi, 2014). Thus, teachers have ideas to know whether the teaching process is going well or not. According to Sangcharoon (2010) found that his study proved the effectiveness of the SQ5R upon the students’ improvement in reading ability. Students become confident to employ the learning strategy of SQ5R to acquire knowledge in other content areas.