CHAPTER 2
LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is a cognitive task that involves comparing individual words and identifying meaning in reading activities, such as sentences, clauses, and paragraphs. According to Niza (2017), understanding what the writer has written, as well as the readers' competence to utilize their basic knowledge and critical thinking skills to understand the text, are both emphasized in reading comprehension. Reading comprehension involves reading the text directly, getting the meaning, and finding something important. In support of this, Rose (as cited in Pilten, 2016, p. 232) describes reading comprehension as one of the fundamental linguistic skills that students must achieve. Similarly, Kendeou, McMaster, and Christ (2016) explain that adequate comprehension involves the active construction of mental representation, allowing readers to monitor their understanding and make inferences as they read. Moreover, Oakhill, Chain, and Elbro (2015) highlight the importance of decoding skills and higher-level comprehension processes such as making predictions and evaluating content.

b. Level of Comprehension

Reading comprehension can be classified into several levels, ranging from basic literal understanding to critical comprehension. According to Fahriany (2015), reading comprehension level will be directed to Barrett's Taxonomy (Barrett,1976), such as:

1) Literal Comprehension

Literal comprehension is an ordinary reading skill, like skimming, scanning the main idea, and supporting details (cited). Literal comprehension is the competence to understand the explicit ideas stated in the text.

2) Reorganization

The reorganization is the readers' ability to classify (grouping ability), outlining (rearrange the text into a draft of retelling the direct and explicit

statement), summarizing (summarize the author's idea into a new word), and synthesizing (make a connection among the information).

3) Inferential comprehension

   Inferential comprehension requires readers to integrate the explicit information in the text with their experience and previous knowledge to make a prediction and a hypothesis.

4) Evaluation

   This reading comprehension level requires readers to compare the ideas and information in the text with their previous knowledge and experiences.

5) Appreciation

   In appreciative comprehension, readers must use their imagination to create new ideas and respond to the text.

In conclusion, reading comprehension involves different levels, as described by Barret's Taxonomy. These levels range from the basic facts in a text (literal comprehension) to more advanced skills such as organizing information, making guesses based on the text, comparing ideas, and responding creatively to what is read. These levels show how reading skills develop, from understanding the text to thinking critically and using imagination.

2. Teaching Reading

Reading ability is essential for the teaching and learning process. Students can gain more information if they are good at reading. Therefore, students and teachers need an effective reading strategy to help them in the learning process and improve students' reading skills. One of many ways to teach reading skills is using the SQ3R strategy (Brown, 2007).

a. Principles of Teaching Reading

   In teaching reading, the teacher should consider several principles in teaching, such as considering reading activity as an active skill, finding a way to make students engage with the text, providing a matched assignment with the reading text, etc. According to Harmer (2012, p. 70), in his book "How to Teach English," There are several principles that teachers should consider when teaching

reading.

1) Reading is an active skill. Students should understand the meaning of words, know how they are used, understand the arguments, and reflect on whether they agree with them to comprehend and remember what they read.

2) Students need to be engaged with what they read because they need to build their interest to engage them in reading and get benefit from it, because when students engage with what they read, they will get much more information

3) Teacher should encourage students to respond to the content of the text, not only concerned about the language, because it will help them to express their feelings about the topic, so that they will integrate it with the language

4) Make a prediction. Students' brains will predict what they will read by looking at the cover, picture, or headlines hint from the text. It means that the reading process is ready to begin

5) A suitable task that matches the topic. The teacher should provide the students with an exciting, appropriate, and challenging task that is related to the text

6) The teacher should take full advantage of reading text.

7) The teacher asks the students to read the whole text and should integrate the reading text into an exciting activity, such as discussing the topic with students or using the text to learn the language.

All those principles will help teachers consider the method or way to engage students with English text and teach reading that helps students achieve comprehension in reading.

3. The Definition of SQ3R Reading Strategy

The SQ3R strategy for Survey, Question, Read, Recite, and Review is a reading comprehension method designed to help readers understand and retain written information more effectively. It is classified as an active reading strategy that encourages learners to engage deeply with the text by following a structured process before, during, and after reading. The strategy was first developed by Robinson (1941) and has since been widely used in educational settings to improve students' comprehension skills.

The first step, Survey (S), involves previewing the text by examining the

title, images, introductory paragraph, headings, subheadings, and the concluding paragraph. This step helps readers form initial impressions and identify the text's central ideas (Baier, 2011; Tearney, Readence, & Dishner, 1990; Wright & Jacobs, 2003). According to Soedarso (2010: 59–60), in this SQ3R system, before reading, we begin by surveying the material to gain a general understanding of the content. Next, we formulate questions about what we expect to learn, focusing our reading and making it easier to find and comprehend key information. Finally, we enhance retention and recall by attempting to express the main points in our own words. This structured approach supports better comprehension and promotes active engagement and critical thinking during the reading process.

Adila and Weganova (2018) explain what the reader should do when applying the SQ3R Strategy. Here are five steps the reader should take in the SQ3R Strategy:

1. Survey: students look at the title, headline, or image of the text they will read.
2. Question: Students create some questions based on their curiosity.
3. Read, students read the entirety of the text to get more information and answer the questions they made before.
4. Recite, students try to answer the questions they made before, and retell the text.
5. Review: Students read again and review the key points to help them remember information better.

To summarize, Robinson developed the SQ3R strategy in 1941. This comprehensive reading method involves five steps: survey, question, read, recite, and review. This strategy helps the reader engage with the text more effectively by encouraging them to overview, ask questions, actively read and answer the questions, retell the text in their language, and review the key points. By following these steps, students can enhance their comprehension and retention of the text.

4. The Advantages of the SQ3R Strategy

SQ3R has many advantages for the students. SQ3R helps them better understand what they read and focus on the main ideas within a text or book. According to Robinson (as cited in Anjuni & Cahyadi, 2019), SQ3R is an efficient

method that allows students to read more quickly, identify key points, and retain information more effectively. Furthermore, SQ3R is a helpful and appropriate strategy to improve students' reading comprehension because Davis and Davey (as cited in Anjuni & Cahyadi, 2019) claimed that SQ3R is one of the reading strategies that assist students in constructing their understanding because the SQ3R method helps students to build the framework of comprehension. Apandi (as cited in Kusumayanti and Maulidi, 2019) states that SQ3R helps students understand the meaning of unfamiliar words in the text, which is particularly useful since limited vocabulary is often a barrier to reading comprehension. According to Gurning and Sinegar (2017), SQ3R is an effective method to read a textbook and help students build a framework for comprehension in reading.

Recent studies have demonstrated the effectiveness of the SQ3R strategy in improving students' reading comprehension. For example, Sari and Putra (2021) found that implementing SQ3R significantly improved students' ability to identify main ideas and supporting details in descriptive text. Maharani (2020) also highlighted that SQ3R fosters active reading habits, enhances critical thinking, and improves students' metacognitive awareness during reading activities.

B. Study of the Relevant Research

Several previous studies have been related to improving students' reading comprehension using the SQ3R strategy. The first is Bakhtiar (2018). His study uses the action research method. The findings show that in cycle II, all of the students could comprehend the text and determine the main idea, and also reached minimum mastery criteria (MMC) in reading, with a score of 75. This means there has been a significant improvement in using SQ3R to increase students' reading comprehension in the 11th grade of MA Mutmainah Bogor.

In addition, Nugroho et al. (2021) show that the learning process using SQ3R has increased students' reading achievement in understanding descriptive text. Their study found that when students applied the SQ3R strategy, they could better identify descriptive passages' structure and main ideas and comprehend supporting details more effectively. The systematic steps of SQ3R, from surveying the text to reviewing the information, encouraged students to engage actively with

the material, contributing to improved comprehension outcomes. This finding supports the present research, as it also explores the use of SQ3R to improve reading comprehension, particularly among junior high school students. By referring to the results of Nugroho et al. (2021), this study further emphasizes that SQ3R is not only applicable in theoretical frameworks but also yields measurable improvements in authentic classroom contexts, especially in understanding text types commonly used in school curricula, such as descriptive texts.

In their study, Marpaung et al. (2022) conclude that the learning process using the SQ3R method can improve learning outcomes and reading comprehension ability of English. Additionally, the SQ3R technique improves students' comprehension of what they read. The students' reading activities become more engaging and fascinating when the SQ3R technique is applied, and the teaching and learning process is less dull and entertaining. The researcher finds the differences in participants, methodology, and focus based on the results above. Thus, the researcher intends to know how the SQ3R strategy improves students' reading comprehension and to fill the gap in reading comprehension research.