### CHAPTER II REVIEW OF LITERATURE

* 1. **Reading Comprehension**

### Definition of Reading

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situation, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to to stimulate discussion, and to study language (e.g., vocabulary, grammar, and idioms).

Reading is very fundamental in the process of learning and intellectual growth. The quality of human life can be seen from how humans can maximize their potential. One effort to maximize self potential is to read. There are many reason why getting students to read English texts is an important part of the teacher’s job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.

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Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing.

The first definition, reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation. Then, Nunan adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Grellet said that reading is a constants process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

The second definition according to Brown states that reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. Brown also states that for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata – background information and cultural experience – to carry out those interpretations effectively. The third definition, according to Anderson reading is considered as a receptive skill that needs a combination between the use of existing

knowledge and the technique with the purpose of reading activities. According to Harmer, reading is useful for language acquisition. Provided that students more or less uderstand what they read, the more they read, the better they get at it. Then according to Wilga, M., reading is a most important activity in any language class, not only as a means of consolidating and extending one’s knowledge of the language. Moreover, reading is about an appreciation of the organization of a written text, and a certain awareness of the importance of letter and word combinations.15 Next Cline et.al states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge. According to Glenda MacNaughton, reading is the recognition and interpretation of the meaning(s) of a printed word or symbol and of groups of words or symbols. Reading is about making meaning(s) from print. When we read a road sign we recognize the word or symbol on then try to interpret its meaning(s). When we read book we recognize groups of printed words and images in the book and then try to interpret their meaning(s).16 In other hand, reading is intellectually circuitous act, enriched as much by the unpredictable indirections of a reader’s inferences and thoughts, as by the direct message to the eye from the text.17 Reading is one of the important aspects in learning. Another important aspect in learning is learning media. The use of learning media in the teaching and learning process may generate desires, interests, motivation, and stimulate

learning activities for students. However, most teachers today teach in a conventional learning with no use of learning media.18 It means that reading is the basic to get information from a text through reading human can be thought, transferring information, and learn something new in a daily basic. In other word, reading can be as a media to improve learning process. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages. Based on the statement above, it can be said that reading is an essential skill for students. By reading, students could improve their skill or even it could enlarge vocabulary, their knowledge and find a pleasure. So, reading is very important.

### Definition of Reading Comprehension

According to Tarigan in Abidin (2012: 59) reading comprehension is a type of reading to understand literary standards or norms, critical reviews, written drama and fictional patterns in an effort to gain an understanding of the text, readers use certain strategies. Meanwhile, according to Hiang et al., (2012) reading is an active and complex process and requires readers to interact with the text they read. Here, students will understand what the text is talking about, the benefits of the text, the purpose of the text, the main idea of the text and so on. With proper reading techniques, students are able to identify genre types such as analytic exposition, hortatory exposition, narrative, description, and others. Reading is one of the activities carried out by the reader to get a lot of information from the text.

Reading is a passive skill that requires an interaction procedure in order to obtain information or ideas from printed materials. For a reading teacher, it is critical to comprehend the significance of the reading talent, which includes the capacity to read from a variety of specialists with different perspectives. It will be useful knowledge for conducting a reading lesson in the classroom, as well as an excellent reference for learning how to deal with reading skills in general (Hj. Djuwairiah Nur, et al, 2018).

Regarding Comprehension, some professionals have made statements. According to Fauziati (2015:117), in order for students to understand and interpret the meanings or ideas presented in the reading text, they must be familiar with the ways in which sentences are used to carry meaning in a discourse and how they are organized into paragraphs through analysis. We can identify sentences that contain the primary idea and form the body of the paragraph as well as sentences that serve as a complement to the main idea. These phrases may be used singly or collectively to directly or indirectly support or develop the main topic.

Agussalim, (2016) explains that reading is a process to collect information from text. This means that without reading we will not know anything about the world. When people want to know information about villages, cities, countries, parts of the world, they have to read information from textbooks, journals, articles, newspapers and others. In this skill the reader needs to accept and try to understand written texts. This skill is also about understanding instructions through text. A writer expresses his thoughts, experiences, ideas, and feelings

through written words. The reader's understanding in reading the material will be influenced by strategies and techniques.

From all these explanations, the researcher can conclude that reading is one of the language skills that must be learned by students in which English is a foreign language. This skill is very important and useful for students because in reading the text we already understand what is meant by a text porpuse, what benefits we can get from the text, the main ideas and what the text is talking about. so read by understanding the meaning better. However, many students do not like reading texts because they are long or short texts because they do not have strategies and methods. So in reading comprehension we need a good way of reading us so that it can make us fun, enjoyable, etc. Reading that has a negative impact on them in English such as many words in English that they do not know, makes students' reading skills very weak, students have difficulty in translating or understanding English texts, and also in their reading skills they are confused by the content of the text given to them. they. so that it makes students not interested and not enthusiastic in learning English.

### Purpose Reading Comprehension

Nuttal in Somadayo (2011: 10) states that the purpose of reading is part of the reading comprehension process, the reader gets a message or meaning from the text read, the message or meaning can be in the form of information, knowledge and even the expression of happy or sad messages. In addition,

Anderson in Somadayo (2011: 11) states that reading comprehension has the aim of understanding the content of reading in the text. These objectives include:

* + - 1. Read for details and facts,
			2. Reading to get the main idea,
			3. Read to get the order of the organization of the text,
			4. Read to get a conclusion,
			5. Reading to get the classification, and
			6. Read to make comparisons or contradictions.

According to Tarigan in Somadayo (2011:12) the main purpose of reading comprehension is to achieve answers to the questions provided by the reader based on the reading text. To that end, the questions are

1. why it is a title or topic
2. what problems are discussed or explained in the reading, and
3. what things the character learns and does.

Thus it is clear that the purpose of reading comprehension is to gain the deepest understanding of the reading material or text that is read, both explicit and implied information.

### Reading Comprehension Process

According to Harjasujana in Somadayo (2011:13-14) reading comprehension is an active process and not a passive process. This means that a reader must actively try to capture the contents of the reading he is reading. The process of reading is also not always synonymous with the process of remembering. Reading is not memorizing word for word or sentence - by sentence contained in the reading, what is more important in the process of reading comprehension is capturing messages, information, facts, or main ideas of reading properly. Furthermore, the reading process can also be classified as follows:

1. Reading as a psychological

Process means that a person's reading ability is influenced and closely related to psychological factors, such as interests, socio-economic background and level of self-development, such as intelligence and mental age.

1. Reading as a sensory

Process means that the process of reading a person starts from seeing, or touching, this process starts from the senses of sight, eyes, and ears as listeners.

1. Reading as a perceptual

Process means that this process contains a social stimulus meaning and interpretation of meaning based on experience of the stimulus and the response that connects meaning to the stimulus or symbol.

William in Somadayo (2011: 14) argues that until now experts still disagree in providing a truly accurate definition of reading. Even so, according to him there is one thing that is agreed upon by reading experts, namely that the element that must be present in every reading activity is the process of understanding (understanding) because reading activities that are not accompanied by understanding are not reading activities.

Haris and Sipai in Somadayo (2011; 15) say four main aspects that affect a person's reading comprehension ability, namely

* 1. Weak reader (poor reader),
	2. Experience of success,
	3. Children who try with no enthusiasm and,
	4. Not planning reading activities.

From the illustration above it can be concluded that the process of reading comprehension is an active process and not a passive one and a process (psychological, sensory and perceptual).

### Type Reading Comprehension

According to Safi'ie in Somadayo (2011,20-26) Reading comprehension is essentially a process of building an understanding of written discourse. In the process of reading like this the reader uses several types of understanding, namely:

* + - 1. Literal Understanding

Literal understanding is an understanding of what the author says or mentions in the reading text. This understanding is obtained by understanding the meaning of words, sentences and paragraphs in the context of this reading as it is.

In this literal understanding, there is no deepening of understanding of the information content of the reading. To build this literal understanding, readers can use guiding questions using question words.

So, literal understanding is an understanding that is focused on the parts that are directly written in the reading, so that in practice it does not require high-level thinking skills. Questions that are appropriate at this level of understanding are, for example, questions that use the question words what, who, where, when, how, and why.

* + - 1. Understanding Interpretation

Interpretation understanding is an understanding of what is meant by the author in the reading text. This understanding is deeper than literal understanding. If in a literal understanding the reader only knows and remembers what is written in the reading, in this interpretive understanding the reader tries to find out what the author meant which was not directly stated in the reading text. To obtain this interpretive knowledge, it is necessary to have a literal understanding beforehand. Interpretive understanding includes the following reasoning activities:

* + - * 1. draw conclusions,
				2. make generalizations,
				3. understand cause and effect relationships,
				4. make comparisons,
				5. find new relationships between the facts mentioned in the reading.
			1. Critical Understanding

Critical comprehension is reading comprehension which has a higher level than interpretive understanding. The process of critical understanding goes beyond interpretive understanding. This means that in interpretive understanding, the reasoning done by the reader is still in the scope of understanding what the author put forward, while critical understanding, in addition to understanding what the author said, the reader also provides his own personal reaction. This reaction can be in the form of assessment considerations of quality, accuracy and thoroughness, as well as whether or not what is done by the author makes sense.

* + - 1. Creative understanding

Creative reading ability is the highest level of one's reading ability, meaning that the reader only grasps the explicit meaning (Reading The Lines), the meaning between the lines (Reading Between the Lines), but is also able to creatively apply the results of reading for everyday purposes.

### 2.1.5. Factors Affecting the Process of Reading Comprehension

Many factors affect reading ability, both reading problems and advanced reading (reading comprehension). According to Syafi'ie in Somadayo (2011: 27) the factors that influence the process of students' understanding of a reading is the mastery of the structure of the discourse/text of reading. Each type of discourse has a unique structure. The structure of the discourse is built based on what is seen, heard, or felt. Understanding of reading is largely determined by the activity of the reader to gain that understanding. This means that the understanding process does not come by itself, but requires thinking activities that occur through connecting relevant knowledge previously possessed.

Lamb & Arnol (Rahim, 2011: 16) state that the factors that can affect the reading comprehension process are (1) environmental factors, (2) intellectual, (3) psychological, and (4) physiological factors, these factors include physical health , biological considerations, and gender. Ahuja (2010: 70-71) reveals that the factors that affect reading efficiency include two things, namely internal and environmental factors.

Internal factors are factors that come from within the reader. Internal factors include listening skills, speech disabilities, reading habits, and reading goals. Environmental factors are factors that come from outside the reader. These factors include, lighting or lighting, readability of reading materials, and motivation of readers.

From the statement above, it can be concluded that in reading students are often too imaginative when they already know certain topics discussed in the reading. This makes students often interpret the meaning of the text from the point of view of their own knowledge and experience. Students also still have difficulty when faced with reading that has a high level of complexity with a writing style that is of the type of repeating ideas with special expressions and words, the style of using the main idea, and the use of words that are less familiar are also obstacles for students in Understanding a reading and can affect a person's reading comprehension is divided into two, namely, internal and external factors.

### SQ4R Technique

According to Shoimin (2014), a SQ4R (survey, question reread, review, as learning model incorporates a survey to observe and record the reading content, as well as keyword marking. The act of posing a question about the reading content (why, how, and from whence) is known reading questioning. The read is done by reading the text and then figuring out the answer. Reflection is an exercise that involves giving examples of reading content and imagining the applicable real- world context. The learning methods can be applied to teaching reading, and one of them that is interesting to the researcher is the SQ4R method, an updated version of SQ3R (survey, question, read, recall, recite, and review).

There are many kinds of strategies that can be used in teaching and learning reading comprehension; one of them is SQ4R (survey, question, read, recite, reflect, and review). SQ4R was introduced by Coon and Mitterer. SQ4R stands

for surveys, questions, read, recite, reflect, and review. There are six steps that can help students learn as they read, remember more, and review effectively (Dennis Coon, 2013).

1. S=Survey.

Skim through a chapter before you start reading it. Start by looking at the topic headings, figure captions, and summaries. Try to get an overall picture of what lies ahead.

1. Q=Question.

As you read, reword each major heading into one or more questions.

1. R1=Read.

The first R in SQ4R stands for read. As you read, look for answers to the questions you asked. Read in short bites, from one heading to the next, and then stop. For difficult material, you may want to read only a paragraph or two at a time.

1. R2=Recite.

After reading a small amount, you should pause and recite or rehearse. Try to mentally answer your questions. Also, make brief notes to summarize what you just read. Making notes will reveal what you know and don't know, allowing you to fill in knowledge gaps.

1. R3 = Reflections.

As you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self-reference and critical thinking. This is the most

important step in the reflective SQ4R. The more mindfulness and genuine interest you can bring to your reading, the more you will learn.

1. R4=Reviews.

When you are done reading, skim back over a section or the entire chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. Try to make frequent, active review a standard part of your study habits. It means that the strategy helps the students understand reading comprehension read your notes. Then check your memory by reciting and quizzing yourself again. Try to make frequent, active review a standard part of your study habits. It means that the strategy helps students understand reading comprehension. The steps help them to know the topic, read, recite, review the text, answer the questions, comprehend the purpose of the text, and make the best habit for the students.

SQ4R is a powerful tool that should be used in reading classes. There are five steps that can be followed, where students use subtitles to develop questions that provide a framework for reading. The SQ4R method and all other reading methods share a basic organization. It covers a series of activities in pre-reading, while reading, and after reading. In brief, the stages describe specific activities that can be done by students before they read, when they read, and after they read. The procedures for implementing the SQ4R method in teaching reading have several steps.

First, in the survey step, students are asked to read quickly to find out the main ideas (Ratmaningsih, 2019). Surveying is an activity before reading a text that involves communicating through reading the text, reading the title and predicting the information that will be read, reading the introduction and closing, and seeing any visual aids such as pictures, graphics, or illustrations. Based on the foregoing, it is possible to conclude that the survey is a pre-reading activity by examining the title, introductory paragraph, concluding paragraph, and images to discover information in the reading text.

The second step is to question. Students formulate questions to be answered as they read by repeating the subtitles as questions (Ratmaningsih, 2019). Students develop questions that they expect to find answers to when they read the text. Students can write questions with what, why, who, when, and where from the title and the main ideas they got from the previous step. It can be concluded that the question stage is a student activity to formulate questions that can be answered when they read the reading text.

The third step is reading. Readers read to find answers before reading the questions (Coon & Mitterer, 2013). In this case, students are advised to read the material in each section to answer the questions they have formulated during the question stage. In line with this, it is suggested that in this step, students read the text by keeping questions in mind to look for answers to questions (Ratmaningsih, 2019). It can be concluded that reading is the activity of students reading texts to find answers to pre-formulated questions.

The fourth step is the step of reflecting, which is in unity with the reading step. Carter, cited by Basar & Gurbuz (2017), argues that students think about and evaluate information obtained from reading and find relationships with the reader's knowledge. They can make a correlation between their notes and their lives to help them easily remember the answers they gave in the previous step. During reading, students attempt to understand the information conveyed by: 1) linking information with things they already know; 2) linking sub-topics in the text with the main concepts; and 3) attempting to resolve contradictions from the information presented.

The fifth step is to recite. According to Carter, cited by Basar & Gurbuz (2017), recitation is a way to remember the main points of a text without actually reading it. When students complete a reading section, they must read the main points of that section. If they fail, then they must go back and re-read the passage. He further explained that reciting helps students transfer new material to their long-term memory. Furthermore, they can release quickly later. In a nutshell, reciting is a student's activity of transferring material to long-term memory in order to remember the main points for answering questions that were posed without rereading the material.

The sixth step is reviewing. Based on Carter cited by Basar & Gurbuz (2017), in the final step, the reader does the repetition process for learning. Students look at their notes or even reread the text, but it is better for students to use their notes than texts to refresh their memories.

According to Marini (2014, as cited in Amin, Harmaini, & Harha, 2008), SQ3R is five active steps of reading methods, surveying, questioning, reading, reciting, and reviewing. This method is used to absorb fully written information and helps students become good readers. The process of the implementation SQ3R shows as follow:

Table 2.1. The steps of the implementing SQ3R

|  |  |  |
| --- | --- | --- |
| SQ3R | Activities | Process |
| Researcher`sInstructions | Students Response |
|  |  |  | Most students |
|  |  |  | didn`t listen to the |
|  |  |  | instruction from |
|  |  |  | the researcher. |
|  |  |  | The researcher |
|  |  |  | explained again |
|  |  |  | and wrote down |
|  | The researcher asked the students to survey the text by reading about the title of the text. | “Look at the text, read the title and write down the title in the worksheet.” | on the whiteboard, in order for the student to be more understand. After the studentsunderstood about |
|  |  |  | the survey (s) step, |
| SURVEY |  |  | the students wrote |
|  |  |  | down the title on |
|  |  |  | the worksheet. For |
|  |  |  | example The |
|  |  |  | Title; Jack and the |
|  |  |  | Beanstalk. |
|  | The researcher asked the students to survey eachparagraph | “Read each paragraph, for 5 minutes” | The students focused to read the paragraphs. |
|  | The researcher | “Find the difficult | The students found the difficult word and looked for the meaning |
|  | asked the students | word, then look |
|  | to survey the | for the meaning |
|  | difficult words of | and write in the |
|  | the text. | worksheet, for 5 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | minutes” |  |
|  | The researcher asked the students to survey the next pages. | “How many pages left of the text?Write them on the worksheet.” | The students did the survey for the next pages and wrote down onworksheets. |
| QUESTION (Q) | The researcher asked the students to write questions based on each paragraph of the text. | “Write questions about the text and the information of each paragraph of the text, which includes the question when, where, who and why; for example: when this thing came?” | There were some students who did not know the meaning when writing questions into English. They actively asked the researcher when they had difficulty doing this step.The researcher also guided them when they had difficulty doing the task. Such as asking the students to open a dictionary. |
| READ (R 1) | The researcher asked the students to read the text to find the answers to the questions developed in step 2. | “Read the narrative text for 15 minutes and find the answer from the question in step 2, then write inworksheet.” | The students read the text and focused to find the answer from the question. |
| RECITE (R 2) | Then the researcher asked the students to write the mainidea | “Look for the main idea and write it on the worksheet.” | Students looked for the main idea and write down on a worksheet |
| The researcher asked students to write the moralmessage of the text | “Then, write the moral message of the text, writedown in the worksheet” | The students focused to write the moral message of the text. |
| Then the researcher askedthe students to repeat (aloud) in | “The next step, repeat (aloud) inyour own words what you have | Some students found it difficultto repeat using their own words in |

|  |  |  |  |
| --- | --- | --- | --- |
|  | their own words what they have read. Explain what they have read to someone else. | read. Explain what you have read to someone else.” | English language, and researchers were asking students to write what they have read in Indonesian and then translatedit into English. |
| REVIEW (R 3) | The researcher asked the students to review the information in thetext. | “Review information about the text” | The students focused reviewing the information about the text. |
| The researcher asked the students to recall the points of the text and thesupporting details. | “Remember the key points from supporting texts.” | The student focused on remembering the key points fromsupporting texts. |
| The researcher asked the students to write a summary of thetext. | “The last, make a summary about the text and write down in theworksheet” | The student focused to write down the summary aboutthe text |

The above table is taken from the experience of the researcher when teaching using SQ3R. Each step of SQ3R was done in two meetings. The activity includes the students surveyed the text by writing the title of the text and difficult words of the text on the survey worksheet. They also wrote some questions from the text on the worksheet and answered on the worksheet. Then, they wrote a summary. When some students looked confused in doing some SQ3R steps, such as in conducting a survey step, the researcher explained again and wrote on the board, so that the students could understand more.

In this research interview was conducted after the implementation of SQ3R. It consisted of four questions exploring students’ responses toward the implementation of SQ3R. The questions in interviewing the students were carried

in Indonesian, this was intended to gain clear understanding on what researcher and participants say (Rumhayati, 2012).

Table 2.2. Students’ questionnaire



The interview in this research was developed by formulating four (4) questions to gain in depth and clear information about students’ responses toward the implementation of SQ3R in teaching reading comprehension. The research focuses on the process and responses of the implementation of SQ3R (Survey, Question, Read, Recite, Review) technique in teaching reading comprehension.

### Material Development

According to Given (2011), development is a multi-dimensional concept in its nature because any improvement of complex systems, as indeed actual socio- economic systems are, can occur in different parts or ways, at different speeds, and driven by different forces. Additionally, the development of one part of the system may be detrimental to the development of other parts, giving rise to conflicting objectives (trade-offs) and conflicts. Consequently, measuring

development, i.e., determining whether and to what extent a system is developing, is an intrinsically multidimensional exercise.

Epalen, Siburian, and Lubis (2018) state that the learning material and module development is one of the supported innovations that supports Indonesian language learning and results in advantages such as: by applying modules, students can follow learning activities based on rate and self-ability; modules can be utilized everywhere; learning activities can be improved; and by using teaching materials, students can comprehend their learning results.

Tamba, Perangin, and Simbolonargue (2018) say that in the module there is a learning guide that allows students to learn on their own without the guidance of teachers, which is why it is often called the medium used. Each aspect, such as language, design structures, and patterns, is also designed in such a way that makes students think easier when learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate it in a systematically designed and interesting way to reach the foreseen competence.

Holgun and Morales (2014) reported that materials development is a field of study that has recently gained important significance in the Colombian context due to the fact that teachers, as material developers, consider developing material as a field of knowledge that helps them to improve their teaching practices.

Richard in Rahimi (2015) alerts us that material development does not receive enough attention. It should be received in the language of the second teacher, and sometimes its position is underestimated in graduate education.

Based on the statement above, it can be inferred that development is a process to make existing potential into something better and more useful. Research and development is a process or set of steps to develop a product or perfect an existing product to be a product that can be justified.

### Reading Comprehension Design

According to Haerazi et al (2018)., the urge that the English teachers have to present and evolve their own language learning materials refers to the students’ needs relating to learning needs and target needs. It proposed expanding the scope of their language learning, particularly in special universities' English language departments.

Bielosova (2017) states that an institution has its own needs and goals and should choose the learning method that suits those needs. Sari, Saputra, and Maarice (2018) describe how educators need to produce innovations by gathering and developing teaching materials so that learning activities can be more effective. Educators must develop the newest style of studying so that the learning activity is not monotonous and dull. The general learning model utilized by teachers must be connected to a learning strategy so that the learning activity is more engaging, mainly in speed reading learning.

Yana (2016) implies that the tutors should be available to produce the materials in connection to the students’ backgrounds, which can help them act in the learning processes.

Tamba, Perangin, and Simbolonargue (2018) say that in the module there is a learning guide that allows students to learn on their own without the guidance of teachers, which is why it is often called the medium used. Each aspect, such as language, design structures, and patterns, is also designed in such a way that makes students think easier when learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate it in a systematically designed and interesting way to reach the foreseen competence.

Tomlinson (2013) believes that, presently, material development is not only undertaken by practitioners but also a field of educational study. As a functional activity, it requires the production, evaluation, and correspondence of materials. not only studies the principles and procedures of the design, writing, implementation, and evaluation but also the analysis of materials. Ideally, these investigations both inform and are informed by the development and use of materials.

Epalen, Siburian, and Lubis (2018) state that the learning material and module development is one of the supported innovations that supports Indonesian language learning and results in advantages such as: by applying modules, students can follow learning activities based on rate and self-ability; modules can be utilized everywhere; learning activities can be improved; and by using teaching materials, students can comprehend their learning results. 48 In designing the English reading comprehension material for students of SMP IT Al Fajar Tanjung Morawa, according to the result of the needs analysis that has been described

previously, the designed materials consist of three units. Each unit consists of 10 questions. Each unit is organized around three main themes. They focus on vocabulary, text type, and grammar. All of them are integrated with each other by using two input texts. The first input text focuses on vocabulary development, and the second input text focuses on text type understanding. While the last focus, grammar focus, covers all of the grammar points covered in both of the aforementioned input texts.

### Relevant research

In this research have carried out searches as sources or references that have similar topics or relevance to the subject matter. There are several researches as follows :

Mariana (2019) in her research “Improving Reading Comprehension by Using the IBT Method (Inquiry Based Teaching) at the Tenth Grade of MA Izzatul Ma'arif Tappina Kab. Polman”, said that the use of the IBT (inquiry based teaching) method could improve students' reading comprehension. The improvement of the students' reading comprehension could be seen from the mean score of the pre test, which was (2.02), posttest was (3.40). Thus the researcher suggested that IBT could be used as a method to help students in learning especially in getting their reading comprehension

Second, The Use of the SQ4R Technique in Enhancing Grade 11 Student Critical Reading by Jiraporn Churat , Ratipong Prommatha , Wanitcha Pengsawat

, Wirakan Upanit , Sasiprapa Chaemchun , Autthapon Intasena & Nattapon Yotha

(2022), in their research, they explain The objectives of the study were to study the effectiveness of the SQ4R technique in enhancing grade 11 students' critical reading and to investigate the students' satisfaction with the SQ4R technique as a model of learning management in a reading class. A quasi-experimental approach was selected, and one group of participants was employed. The participants were 31 Thai grade 11 students in a secondary school in Thailand. The instruments were an SQ4R learning management plan, a critical reading test, and a satisfaction questionnaire were research instruments. The data were collected in a public school in Thailand. It took a semester to complete a pre-test, an implementation of the SQ4R learning management, a post-test, and a satisfaction survey. The data were analyzed using percentage, mean score, standard deviation, a paired sample t-test, and an effectiveness index with the determining criterion of 80/80. the results show positive effects of the SQ4R model on participants' critical reading. It also indicates students' satisfaction with the instructional model. the results show positive effects of the SQ4R model on participants' critical reading. It also indicates students' satisfaction with the instructional model. the results show positive effects of the SQ4R model on participants' critical reading. It also indicates students' satisfaction with the instructional model.

Third Zuhra (2015) The research is about Senior High School Students Difficulties in Reading Comprehension. Her study aims at finding out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. Her thesis was a case study at second grade of senior high school Lhokseumawe. In result,

she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the questions asked. It is because of their weaknesses in differentiating between the nature of different types in reading comprehension questions.

The fourth results of the thesis research conducted by Rizqi Oktanti Triandari in 2015 entitled "Developing Reading and Writing Learning Materials for Grade Eight Students of SMP N Magelang". The method used in this study is the method of R and D. This study resulted in a value of 3.17 which means both in research and development. This study has similarities with researchers, namely the development of printed bookbased learning media. The difference between this research and the research that the researchers will do is located on the location of the study, the field of study, and the material under development.

The last related research found by the writer was done by Heri Priyanti (2018) in her research “The Use of Snowball Throwing Method to Improve Students' Reading Comprehension at the Eleventh Grade of MAN 1 Parepare” said that the use of snowball throwing is able to improve the students' reading comprehension. The enhancement of the students' reading comprehension is also supported by the result of the test score. The mean score of the pre test was 64.3 and it improved to

75.8 in the post test. Thus, it can be concluded that the snowball throwing method can improve students' reading comprehension.

From previous related studies explained above, it can be seen that all researchers aim to identify students' difficulties in reading comprehension using SQ4R Technique. Even though those studies mentioned above have a similar

focus but each also has its own differences. By having an SQ4R Technique as the core of this research, the writer intended to Develop ofEnglish Reading Comprehension Material Base on the SQ4R Technique for Class X in MAN 1 MANDAILING NATAL.

### Framework of Thinking

The research assumes, based on the theory, that the SQ4R strategy for reading comprehension will increase student motivation to learn, help students understand the story well, and place students in an interesting and enjoyable situation. The student will find it easier to comprehend the meaning and find out the main idea of the text. Based on the framework of the theories above, the research concludes that an English teacher must have an appropriate strategy to teach English. It can motivate students to learn English. In this case, the teacher can assist the students by applying the SQ4R strategy to their reading comprehension, allowing them to learn and progress more creatively. Therefore, in order to achieve the aim of teaching English, especially in reading comprehension,

### Figure 2.1. framework of thinking

Teaching of reading comprehension

SQ4R Technique

Students' Ability in reading comprehension using SQ4R Technique