CHAPTER I

INTRODUCTION

This chapter deals with background of the study, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Reading is one of the most important skills that should be master and acquire by students. Reading can be a stepping stone for students in order to be success in their studies and in their life. Without an ability to read effectively, students will be lose the opportunities in their education and in their real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literatures, and do everyday things, for example: reading newspapers, magazines, novels, maps, manual instructions, and books.

"Reading provides many useful information, knowledge, experiences, and cultures to the reader by the text" (Clarke and Silberstein: 2001). Reading also important in teaching learning process, because every activity in the classroom always has relationship with reading. According to Hill (1998:58), "Reading itself is a process to understand a written text which means extracting the acquired information from it as efficiently as possible". Besides that, reading always comes along with comprehension.

In this modern world, the reading capability and understanding the printed material are very important. The capibility is likely to be one of the basic requirements for most kind of interaction especially in the domain of academic life. To face the global era, reading and understanding printed material is almost indespensable (Graddol,1997). So, both capabilities to read and understand written materials in English were needed for the students. Reading is one of the capabilities that we must have. Teaching reading must be programmed in such way to help the students to understand the reading material well. For exampel, by giving the students reading techniques such as skimming or scanning, the students can consequently reduce time in reading by one-half time.

Reading needs comprehension. Comprehension is defined as the result of getting the meaning reading. According to (Duran,2013) reading and comprehension are associated with each other like cause and effectrelation. When reading, people must set their purpose to get the comprehension. It is when people can read and understand what they are reading (Fiala,2008). In other words reading is not only students activity to read a text and finish but also students should be able to understanding and comprehend the text that they read about the writers' ideas, the writers' utters' or other information that related to the text.

"The purpose of teaching reading is to help students to comprehension or to get meaning from written text" (Texas Reading Initiative: 2002). According to Grabe and Stoller (2002:17), "Reading comprehension as the ability of

understanding and interpreting information in a text correctly which makes the readers has understood what they read in the text. In other words, their reading is not useless. Therefore, reading is not only students activity to read a text and finish but also students should be able to understand and comprehend the text that they read about the writers' ideas, the writers' utterance' or other information that related to the text.

The teacher should apply various teaching techniques and introduce how reading should be learned so that the students are able to read comprehensively. To facilitate students' reading skills, teachers need to know the nature of reading in addition to pedagogical competencies in delivering the lesson and solid command reading skills (Sulistyo,2011).

There are many reading starategies that can help students improve their reading comprehension achievement, such as SQ4R (Survey, Question, Read, Record, Recite, Reflect), EARTH (Explore, Ask, Read, Tell, Harvest), OARWET (Overview, Ask, Read, Write, Evaluate, Test), POINT (Purpose, Overview, Interpret, Notes, Test), GRP (Guided reading procedure), OKI4R (overview, Key, Idea, Read, Recite, Review, Reflect), RSVP (Review, Study, Verbalize, Preview), PANORAMA (Purpose, Adaptability, Need to question, Overview, Read, Annotate, Memorize, Assess), Herringbone Technique, REAP (Read, Encode, Annotate, Ponder), PQRST (Preview, Question, Read, Summarize, Test), DRA (Directed Reading Activity), DR-TA (Directed Reading Thinking Activity), and so forth (Tierniy et al., 1980:9-10; Deanne,

1987:206; and Flood et al, 2003:948). Teaching reading with the appropriate strategy will increase the students' reading achievement. (Ruddell 1993:86).

Kinanthi (2013) in her study showed that the SQ4R is effective in learning reading skills. The effectiveness can be seen from the increase in the average score experimental class students. By using SQ4R, the learners become more active in the classroom atmosphere becomes more lively and active. They can freely express their opinions, ask, andcomment on the material covered at the time.

The SQ4R strategy is a successful strategy of remembering, retriving, and thoroughly learning material for a quize, test, or for simply understanding a body of information. Learning this specific method will get students into the habit of practicing intense and effective studying. Roseinweig (1973) cited in Ebibi (2014) concludes that simplified short stories make the students better on comprehension questions. Their concern is with training students to pick out relevant points in their reading and to organize them for recall. The methods usually reflect the classic study technique of SQ4R (survey, question, read, recite, report and review).

In addition Harsiadi (2010) there was a significant difference of reading comprehension achievement between the students who were taught using SQ4R and the students who were not taught using SQ4R at MA YPMP Palembang. The students who were taught using SQ4R strategy got the best achievement learning reading comprehension. In under level school, Refildha (2012) concluded that the significant students reading comprehension of

recount text taught through SQ4R strategy at the second year of SMPN 5 Bandar Lampung before and after being taught through SQ4R strategy. By impplementing the SQ4R strategy, the students become more active to learn recount text. Since SQ4R strategy gives them a chance to be actively reading and involved with the text they enjoy the class during the teaching learning process. From the research above, SQ4R strategy effective to be taught at Junior High School and Senior High School level.

The strong positive effects of Semantic Mapping, Schema Mapping, and this SQ4R strategy lead the researcher to propose them as very helpful instructional techniques to be employed to enhance EFL students' reading comprehension shown in research of YakupoGlu (2012). Raharjo (2013) concluded that teaching narrative text by using SQ4R strategy was effective to improve students' ability in comprehending narrative text. The result of the comparison of the control group and experimetal group is quite significant.

Nunan (1991:36) states that learning styles refer to any individual's preferred ways of going about learning. Several factors that can influence student's reading comprehension learning styles, such as visual, auditory and kinesthetic. Although many researchers show that SQ4R strategy is effective in teaching strategy in certain circumstance, it is still questioned whether this strategy is also effective for students who have different learning styles. There were significant relationships between subject's sensory learning style and reading comprehension level, (William,2010: 72).

Evan (2003) found that texts include charts and tables as visual support elicited better comprehension in Japanese readers of expository texts in English. Students reading scientific text with corresponding picture out performed their counter parts reading the text without any visual forms (Mayer 2001). According to Paivio (1986:86), words and images have different cognitive representations; hance, the human brain uses separate systems for different types of information: the verbal system and imagery system. The verbal system deals with lingistic codes, such as words, speech, or langauage; on the other hand, the imagery system primarily deal with visual codes, such as images, picture, or concrete objects.

Many experts propose learning style classification, such as Witkin & Goodenough, 1981 (field dependence/indepedence), Kane 1984 (left and right brain), Gregorc 1982 (sequential and random), De Porter, Reardon & Singer Nourie 199; Lightbown & Spada. 1993 (visual, auditiry, and Kinesthetic). Haeriyanto (2012) found that the reciprocal strategy can improve students' reading comprehension significantly. Although the two groups of students were dominant in auditory and kinesthetic learning style was not asignificant difference in achievement.

The meaning of learning style as the ways in which an individual characteristically acquires retains and retrieves information (Felder and Hanriques 1995). Learners acquire certain information by using auditory, visual, and kinesthetic way, so we can call it auditory learning style, visual learning style, and kinesthetic learning style.

Learning with visual learning style are the learning like to learn through written langauge, such as reading and writing task. They learn through what the saw. Sabatova (2008) stated that they like to write down direction and pay better attention. The students who have predominant visual learning style are called visual students. The students able to pervorm a new task after reading instruction, watching someone else does it first and studying charts, drawing or other graphic information.

Meanwhile, auditory learning style is the learning often talks to themselve. They read aloud and may move their lips. The auditory learners learn throught what they have heard. They are like to hear sound of the word to learn. Music, intonation, dialogue and voice play assist them to gain success in learning. They do better to talk to a collage or tape recording and hearing what was said (Sabatova, 2008). Auditory learning prefer to learn by verbal instruction from themselves or others (Haggart, 2002). Thus, discussions, "thinking out loud," and listening is their favorite learning approaches (Haggart, 2003). Phonics is often a good method to teach auditory beginning readers (Dunn, 2006).

Then, kinesthetic students usually make every move and emotion to help them to learn something. When listening to the material, they make notes for the shake of moving their hands. They will be best able to perform, learning as they go. Kinesthetic learners prefer to learn by doing and direct involvement (Haggart, 2002; Hutton, 2006). Kinesthetic learners learn best when they incarporate movements using their large or gross motor muscles. This type of

learner is always moving, often prefers to learn in a single stlye, and struggles to convert what he or she has learned into writing (Wayman, 2003).

Many studies stated about the connection between the students' learning style and teachers' style or teachers strategy in the learning process, both of them are insaparable. When the teacher knows the students' learning style, the suitable and appropriate strategy can be provided by the teacher, for active and fun teaching learning process, because the strategy given will be matched to accommodate what the students read. Mismatched between teaching strategy and students' learning style causes learning failure, frustration, and demotivation (Reid, 1995).

Sukrawan (2002), stated that there is a connection between teacher strategy and students' learning style. When the startegy is appropriate or suitable for the students score. Meanwhile, Leatemia (2013) stated the students who were taught by using SQ4R strategy achieved better than the students who were taught by using SQ3R strategy, but there was not onflunce of the students' learning style.

Relevant to the description above, the research would like to apply the SQ4R strategy in order to see the effectiveness of this strategy to ninth graders across learning style at students MTs Al-Huda Tulungagung academic year 2018/2019 on students reading comprehension. In this research, the writer would like to find out whether or not there is a significant contribution of SQ4R strategy toward the students reading ability. The resercher extends the

scope of the reserch exploring the effectiveness of SQ4R and also learning style as well on students' reading comprehension achievement of narrative text.

B. Research Problem

Based on the background, this study focused on the effectiveness of SQ4R on students' reading comprehension across students learning style, the problems of the study are formulated as follows:

1. Do the students who are thaught by using SQ4R strategy achieve better in reading comprehension than those who are taught with convensional strategy?

2. Is there any difference in reading comprehension of students with different learning styles who are taught by using SQ4R strategy and convensional strategy?

3. Is there any interaction between SQ4R strategy and students' learning styles in reading comprehension?

C. Objective of the Research

Based on the research problem, the formulated research objective is as follow:

1. The students taught by using SQ4R have better achievement in reading narative text than those who are taught with convensional strategy.

2. Students with active learning style taught by using SQ4R and convensional strategy have better reading comprehension than those with learning styles.

3. There is an interaction between the strategy and students' learning style.

D. Research Hypothesis

Based on the research problem above, the research hypothesis can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. $(Ho)_1$

The students who are taught by using SQ4R strategy, do not achieve better than those who are taught by using convensional strategy.

$(Ha)_1$:

The students taught by using SQ4R strategy, have better achievement in reading nartive text than those who were taught by using convensional strategy.

2. $(Ho)2$:

There is no significant difference in reading comprehension of students who were taught by using SQ4R across students' learning styles.

$(Ha)2$:

There is significant difference in reading comprehension students's who were taught by using SQ4R across students' learning styles.

3. $(Ho)3$:

There was no interaction between the teaching strategy and the students' learning styles on the students' reading comprehnsion achievement.

$(Ha)3$:

There was an interaction between the teaching strategy and the students' learning styles on the students' reading achievement.

E. Significance of the Research

From the research, when it is found that SQ4R strategy is effective to increase students' reading comprehension, teachers show how to apply this technique. When it is found ineffective, teachers are informed that they must explore why it could be ineffective. The result of this study can provide a good contribution to the development to teaching and learning English as a foreign language. This Research is intended to verify the current belief on the effectiveness of SQ4R strategy in teaching reading comprehension.

This study could be used as an additional reference in conducting study related to SQ4R strategy promoted on students' reading comprehension across learning styles, for future researchers and it can also improve his English through reading many books and gives him some experience in conducting educational research, for the writer himself. It was expected that this study would be a useful reference for develompent of the teachers to be more qualified; what they get in doing this study hopefull would also be practiced in their own classroom. For the students, they would have the knowledge of what factors that could influence their English achievement.

F. Scope and Limitation of the Research

This scope of this research is teaching reading text. There are many kinds of reading text in English which is learned by the students Junior High School

on second year those are Narrative, Descriptive and News Item. Therefore, in order to be more focused on the effectiveness of SQ4R strategy on student's reading comprehension across learning styles, this research is limited only on reading comprehension about Narrative Text that presented on syllabus of eight Junior High School at MTs Al-Huda Tulungagung by using SQ4R strategy.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is The Effectiveness Of Sq4r (Survey, Question, Read, Record, Recite, And Reflect) Strategy On Student's Reading Comprehension Across Learning Styles at MTs Al-Huda Tulungagung". The definitions of key terms are as follows:

1. Effectiveness

    Effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this research is there is any significant difference score in the student's reading comprehension before and after being taught using SQ4R strategy .

2. Reading Comprehension

    Reading comprehension is a readers' ability in understanding the text to find information accordance with the readers' purpose. In order to find the information, readers should be able to find the writers' ideas whether it is explicitly or implicitly stated in the text by applying the most effective strategies of reading comprehension.

3. SQ4R Strategy

    Strategy is a step-by-step learning strategy which guides students in their pre and post reading activity. SQ4R stand for Survey, Question, Read, Record, Rcite, and Reflect. In this study, SQ4R strategy as a learning strategy taught to the students of MTs Al-Huda Tulungagung.

4. Learning style

    Learning styles are the ways, how the students learn the reading narrative text which include auditory, visual, and kinesthetic learning style. Where auditory is a type of students learning style which can help the students with easy access to every kind of sounds or words to learn. Kinesthetic is a type of students' learning style which helps the students memorizing meaning by doing it. Whether, visual is a type of students' learning style which helps the students memorizing meaning by visualizing it. They can remember what has been written down, even if they do not deserve it more than once. They learn though what they have seen.