

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation research, and key term definition.

1.1 Background of the Study

Reading as receptive skill has important part in English. Reading helps students to build their vocabulary, improves student for understanding on written work. Moreover, by reading students can discover new things. Even in now days book, magazine, journal and internet are great learning tools which require the ability to read and understand what is read in English. By reading, student will have more experience to elevate their knowledge and their ability in English. The primary target in reading is the students reading comprehension competence to understand the content as it is used in written material. Reading comprehension is perhaps the most important set of skills you'll need to succeed. Nowadays, Reading is very important skill that is very demanded for the daily life.

One of the languages that is often used as a communication tool is English. It became the dominant language throughout the world. Used as a medium of knowledge transfer in line with the development of science and technology. Therefore, English is used as an international language. Learning English means learning four skills, namely; speaking, listening, reading and writing. Language components such as vocabulary, structure, pronunciation and grammar are taught to support these four skills.

In Indonesia, English is used as a second language. Not only used as a second language, English is also used as one of the main requirements for applying for jobs. On the other hand, English is used as a subject in education. English is taught from elementary school to university. Among these skills, reading is one of the important language skills that must be mastered by students. Reading is something that involves many things, not only reciting the script but also involving visual activities, and thinking. As a visual process, reading is the process of translating symbolic writing (letters) into spoken words or utterances. As a thinking process, reading includes word recognition, critical and creative reading.

According to Patel and Jain (2008:113) "Reading is an activity process consisting of recognition and understanding skills". Likewise, Anderson C. Richard. (2019:42) states that reading is an important activity but not an activity carried out for its own sake, but can access the information contained in the text. Furthermore, reading is an approach to gather new information. The aim of teaching reading is to develop students' reading skills so that they can read English texts effectively and efficiently.

This research focuses on reading comprehension. According to Perfetti A. Charles, Stafura J. (2014) reading comprehension is one of the most complex behaviors in which humans are involved. Reading theorists have grappled with how to comprehensively and meaningfully describe reading comprehension and many different theoretical models have been proposed in recent decades.

The researcher has conducted interviews with the English teacher of the tenth grade students of SMAN 1 Durenan in the first semester of the 2023/2024 academic year when the researcher carried out observation activities at the school. The

English teacher said; (1) that students often find difficulties in learning to read. Based on the researcher's interview in June 2023 with several English teachers at SMAN 1 Durenan which hindered the development of students' reading comprehension. According to him; (2) many students lack their motivation to learn and understand when reading, especially when the reading is in English. And also few of them understand English. In addition; (3) many of them did not pay attention to the teacher who was teaching the class when delivering their learning material, not just one or two classes where students were like that, there were even more than four classes.

So that when there are daily tests, many of them score very badly, below the average score, especially in English subjects. In this study, researchers used methods in teaching reading to solve the above problems. This is one method of teaching reading. This method is mentioned in theory of Brown H. D. (2001: 315) "SQ3R method one effective series of procedures for approaching a reading text comprehension strategy that builds students prior knowledge before they read a text, by (Survey) skim the text for an overview of main ideas, (Question) the reader asks question about what he or she wishes to get out of the text, (Read) read the text while looking for answers to the previously formulated questions, (Recite) reprocess the salient points of the text through oral or written language, (Review) assess the importance of what one has just read and incorporate it into long-term associations".

It can be proven by several studies conducted by several researchers, like the research that was done by Adila & Weganofa (2018), they explain by use the SQ3R method, there are improvements in their student comprehension, and it is proven by

the development of student mean score of pre-test and post-test. The mean score of the pre-test was 56.50, and it improved become 76.67 in the post-test.

Futhermore, SQ3R is a helpful and appropriate strategy to improve student reading comprehension because according to Davis & Davey cited in Anjuni & Cahyadi (2019, p. 2) explain that SQ3R is one of reading strategy that assists the students in constructing their understanding because the SQ3R method helps students to build the framework of comprehension. Then, According to Apandi cited in Kusumayanthi & Maulidi (2019, p. 74), SQ3R is useful to help students to know the meaning of the word in the text. It is helpful for students because one of the problems that inhibit reading comprehension is the lack of vocabulary, so by using SQ3R, it will help them to get their understanding.

Reading, students read all the text line by line, paragraph by paragraph with the purpose of understanding the content of the text and looking for answers to the questions in step "Q". Recite, students read carefully and make notes according to the text to be developed in their own words. Review, rereading the text to reinforce what has just been read. Furthermore, SQ3R is a method that makes students better understand the content of the text and also this technique makes students more active in learning about reading comprehension. By using this method, students can understand the material given easily. Based on the background of the research above, the researcher wants to conduct the research entitled *"USING SQ3R TECHNIQUE TO IMPROVE READING COMPREHENSION OF THE TEN GRADE STUDENTS AT SMAN 1 DURENAN"*.

1.2 Statement of the Problem

Based on the background of the study presented above, the formulation of the problem as follow: "How can the reading comprehension of tenth grade students' at SMAN 1 Durenan be improved by using the developed SQ3R technique?"

1.3 Purpose of the Study

According of the problem stated above, the purpose of the study is to improve the reading comprehension of tenth grade students' MIPA 2 of SMAN 1 Durenan using the SQ3R technique developed by researchers in English lessons.

1.4 Significance of the Study

This action research is hopefully useful for:

1. The Students

The student can improve their reading comprehension with using SQ3R method. It is hoped by implementation through SQ3R method, the students will become more active in teaching learning process.

2. The English Teachers

It can be useful to the teacher as information to solve how to improve the students' reading comprehension and increase the quality of teaching.

3. The Future Researchers

It can be used to inspire the other researcher in conducting their studies about reading comprehension.

1.5 Scope and Limitation of Research

There are many aspects that can be studied in the SQ3R method, starting from surveys related to individuals who experience reading difficulties, increasing reading comprehension, improving learning outcomes, reviews and strategies for overcoming confusion in understanding. In this research, if the SQ3R method developed by researchers is applied correctly in teaching reading comprehension, it can improve the reading comprehension of tenth grade students at SMAN 1 Durenan.

The research subjects were limited to tenth grade MIPA 2 students at SMAN 1 Durenan in the first semester of the 2023/2024 academic year. It focused teaching reading comprehension skill in English reading and how to provide appropriate solutions for students who have difficulty in English reading comprehension, because it is impossible to combine all reading skills due to time constraints. To avoid difficulties in understanding when reading, the scope is limited as follows:

- a. Teaching reading through the SQ3R technique is focused on how to understand a reading given to students in the form of written English text.
- b. The teacher assists students in comprehending what they read as they explore the main ideas in a text as well as the organization of the text.
- c. Researchers focus on the SQ3R method to improve students' reading comprehension, especially in narrative texts and recount texts in the tenth grade of MIPA 2 SMAN 1 Durenan in the 2023/2024 academic year.
- d. This research was limited to tenth grade students' of SMAN 1 Durenan, first semester.

1.6 Key Term Definition

The following definitions are intended to provide the readers with the same understanding or perception of term used in this study.

1. Reading comprehension

Reading is an interactive process that goes between the reader and the text. The text presents letters, words, sentence, and paragraph that encode meaning. The reader use knowledge, skills, and strategies to determine what that meaning is. Comprehension is an ability to understand the meaning or importance of something or the knowledge acquire as a result.

According to Kurniawan (2013, p. 4) has stated that reading comprehension as the process to get precise understanding of the writer's message trough simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement.

2. Class activities

This is an activity between teachers and students that uses the SQ3R method in all activities carried out in the classroom. Class activities are activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher.

3. Strategy (SQ3R)

SQ3R strategy is an of the solution to improve students' reading ability, students' interest and teacher's performance in teaching learning process focusing on reading text. According Scarr and Zanden (1984) said that students use of the SQ3R study method will improve subject matter mastery and according Friederike

Klippel (1994:5) said “Learning is more effective if the learners are actively involved in the process”.

4. SQ3R Method

SQ3R is method is introduced by Francis P. Robinson in 1941. This reading strategy is primarily intended for studying information that does not necessarily confuse the individual, but rather is just unfamiliar to the individual. He stated SQ3R is higher-level study skill to make reading text easier to remember and make reference simpler. According Robinson, F. P. (1941) argued SQ3R is one of the reading strategies which provide students with a systematic approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading.