

CHAPTER I

INTRODUCTION

In this chapter, the writer presents some points related to this research. These point cover background of the research, research problems, and research objectives, significance of the research, scope and limitation, and definition of key terms.

A. Background of Study

Language is a tool for communicating with others. Language facilitates effective communication because it serves as a means of expression during dialogue and interaction.¹ Language is a communication tool that involves four primary skills and one of them is reading. Reading is the ability to recognize and understand the content of something written (written symbols) by reciting or digesting it silently. In essence, reading is a communication process between the reader and the writer through the text he writes. So there is a direct cognitive relationship between spoken and written language.² Basically, reading functions as a communication tool that connects the writer with his readers through the writing he produces. Reading is the ability to recognize and understand written text, either by pronouncing it or digesting it silently. This activity is a communication process between the reader and the writer through writing, where the reader

¹ Dwi Nurhayati, “Analisis Peran Kompetensi Budaya Dalam Meningkatkan Kemampuan Bahasa Inggris” 2, no. 8 (2024): 50–54.

² Imam Nur Aziz, “Implementation Of SQ3R Method In Improving The Students’ Basic Reading Skill,” *EDUCATIO : Journal Of Education* 5, no. 1 (2020): 98–106.

tries to capture the writer's ideas or messages. Thus, there is a direct mental connection between spoken and written forms of language.

According to Johar, reading is one of the most important skills in learning a language besides listening, speaking, and writing. The fundamental purpose of any reading activity is to recognize language.³ Meanwhile, reading is the activity of obtaining information based on understanding images, shapes, patterns, and rhythms, which are recognized through repeated encounters and memorized forms. The meaning produced in reading exceeds the meaning that arises from the interpretation of written language. Every student should have the ability to read as part of language activities because most learning activities focus on reading.

Johar also state that reading is a source of information. No one can get information without reading.⁴ By reading, students can improve their vocabulary, grammar, comprehension, and several other aspects. Reading also helps students to improve their listening, speaking, and writing skills. Reading skills are acquired through continuous practice and reading activities. However, in reality, teachers do not always provide opportunities for their students to practice reading. Learning reading skills is neglected because it is more emphasized on exam subjects, which means that students do not necessarily have good reading skills even though they have high grades.

³ S SUHERNI JOHAR, "IMPROVING READING SKILL THROUGH SQ3R TECHNIQUE AT THE SECOND YEAR STUDENTS OF MTs. 135 SAMPANO," 2011, http://repository.iainpalopo.ac.id/id/eprint/2882/1/Suherni_Johar.pdf.

⁴ JOHAR.

Based on the results of observations made by researcher during carrying out internship activities at MTs Darussalam Rejotangan for two months from September to October on 2024, with a teaching intensity of 7 meetings, data obtained that students' reading skills are still relatively low. This is evident from the results of tests conducted after several meetings, where the average student is only able to achieve a score of 55 out of 100, with most students having difficulty in understanding the content of the reading text, finding the main idea, and answering reading-related questions. The low reading ability is caused by several factors. First, students have the assumption that English is a difficult, boring, and scary subject because of the differences in the letter system, vocabulary, and language structure that are different from Indonesian. Secondly, the learning methods used by teachers so far seem monotonous and less varied, such as only using lecture and translation methods, without actively involving students in the learning process. This condition results in low motivation and interest in learning English, especially in reading skills. Based on these findings, it is necessary to implement more effective and interesting learning methods, one of which is by using interactive and reading strategy-based methods, in order to help students improve their reading skills and change their negative perceptions of English lessons.

The learning methods currently used in this school are considered unable to significantly improve students' reading skills. One method that can be applied is the SQ3R method (Survey, Question, Read, Recite, and

Review). This method has been proven effective in improving reading comprehension and information retention through structured stages. According to Sri Nurhayati, the SQ3R technique is a very systematic and practical learning procedure, so it is very well used for intensive and rational reading, meaning that by using the SQ3R method, students are invited to be more active in the reading process, starting from surveying the text, making questions, reading, repeating, and reviewing what has been learned.⁵

Jannah state that, SQ3R is a five-step method: Survey, Question, Read, Recite, and Review. The first two steps are based on research activities on (1) the value of skimming and summarizing the initial passage before reading, and (2) the value of knowing the reading questions before being assigned to read. A survey is conducted by skimming to get an outline of the reading material and know what material is presented. Questions provide specific activities for reading and clues on how to read. Questions can also be used as a guide in reading as well as determining how easily they remember the content read. Since questions provide the specific information we are looking for, they help us to remember that information.⁶ So, SQ3R is an effective learning method through five steps: Survey, Question, Read, Recite, and Review, which helps improve comprehension and recall of the reading by deepening the topic and providing focus through

⁵ Sri Nurhayati, “Pengaruh Tehnik Sq3R (Survey, Question, Read, Recite, Review) Terhadap Keterampilan Membaca Pemahaman,” *NUANSA: Jurnal Penelitian Ilmu Sosial Dan Keagamaan Islam* 15, no. 1 (2018): 73–90, <https://doi.org/10.19105/nuansa.v15i1.1912>.

⁶ Miftahul Jannah, “The Effect of Survey, Question, Read, Recite, and Review (SQ3R): Method and Learning Motivation of Achievement in Learning Indonesian Language”, *International Research Journal of Engineering, IT & Scientific Research* 4, no. 1 (2018), Page 4.

questions. SQ3R is one of the most popular methods commonly used for effective studying and learning. If used regularly and consistently, this method can help students develop effective study habits by teaching them how to prepare for reading, read actively, assess their learning, and internalize the content.

Choosing the right media is also necessary in applying this method. In this case, the author uses storybooks as media in the SQ3R method, which is expected to increase students' interest in reading. According to Laila, the storybook that the author means is a book that contains a story that tells how an event occurred. So that with the story sequence, students are interested and able to explore the contents of the story in the storybook. Interesting storybooks can make students more enthusiastic and interested in reading, so that the learning process becomes more enjoyable and effective.⁷

In this study, storybooks were used to explore how children learn through narrative texts. Storybooks help researchers understand how students build literacy skills, such as reading, writing and critical thinking. Storybooks are also an effective tool for conveying moral messages, building empathy and enhancing children's imagination. The use of storybooks in research is also important because storybooks offer access to a highly symbolic world. Stories in books often present metaphorical representations of real life, which can help researchers understand complex

⁷ Noor Laila Alfu Dan Yati, "Pengaruh Penggunaan Media Buku Cerita Terhadap Kemampuan Membaca Siswa Kelas IV Madrasah Ibtidaiyah Di Banjarmasin," *Muadalah* 2, no. 2 (2015): 174–87, <https://doi.org/10.18592/jsga.v2i2.477>.

issues. As such, storybooks are not only a means of entertainment, but also a significant medium to support the research process. Most of students like spoken literature, it has become one of the Javanese people character. Then youngsters prefer to watch the television program such as cinematography, parody or western films. Beside most of them do not like reading, they also do not know their own local literary works well. They often thought to watch the western film and cinematography are better than to read books. They rarely read books because they think it is easier to listen and watch film or drama than to read. It needs their ability to undersrtand the text, their vocabulary is also limited. The problem is the thought that it is easier by listening the spoken literature, memorize the performance of the actors and also their speechs.⁸ Their use allows researchers to explore, analyze and interpret various aspects of human life in a more comprehensive and meaningful way.

Several studies have been conducted to see the effectiveness of this SQ3R method. One of them was conducted by Sulastri et al., in their research they found that the SQ3R (Survey, Question, Read, Recite, Review) method was effective in improving students' reading comprehension. Evidence of its effectiveness can be seen from several studies that show an increase in students' reading comprehension skills after the application of this method. Their research underscores the potential of

⁸ Dwi Astuti Wahyu Nurhayati, "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung," *Dinamika Ilmu*, no. 2 (2014): 176–89, <https://doi.org/10.21093/di.v14i2.14>.

the SQ3R method to engage students and improve literacy outcomes, and suggests the integration of this method into basic education to combat low literacy levels.⁹ Secondly, Ma'la et al. in their explaining that the SQ3R method used in their study proved effective in improving students' reading skills. Evidence of the effectiveness of this method can be seen from the test results which show an increase in students' average score from 62.8 in the pre-test to 87.6 in the post-test, which indicates that students' reading skills improved after the application of the method. With this increase, the SQ3R method is considered very effective in improving students' abilities. The application of this method also contributed to the improvement of students' learning activities, which were previously low, becoming better after the treatment.¹⁰

Furthermore, Muslem & Fauziah, explained the use of the SQ3R method (Survey, Question, Read, Recite, and Review) is intended to improve students' reading comprehension skills. This study used an experimental design using a pre-test and post-test format. The results showed a significant improvement in students' reading comprehension after the application of the SQ3R method. This improvement is evidenced by a significant increase in students' test scores from before and after treatment. Furthermore, the result of the t-test analysis shows that the calculated value

⁹ Sulastri Sulastri, Astri Dwi, and Jayanti Suhandoko, "The Positive Impact of Survey , Question , Read , Recite , and Review (Sq3r) Strategy on Elementary Students ' Reading Comprehension" 10, no. 4 (2024): 197–205.

¹⁰ Shofwatul Ma'la, Entika Fani Prastikawati, and Abdul Muis, "IMPROVING STUDENTS ' READING SKILLS OF NARRATIVE TEXT USING SQ3R (SURVEY , QUESTION , READ , RECITE AND REVIEW) METHOD," no. November 2023 (2024): 395–400.

exceeds the critical value, which indicates that the alternative hypothesis is accepted while the null hypothesis is rejected. These results confirm that the SQ3R method is effective in improving students' reading comprehension skills.¹¹ Then, Sukanton, explains the effectiveness of the SQ3R method is evident from the results of the study which show that the application of the SQ3R technique can improve students' reading comprehension skills, and students have a good perception of the use of this technique. The study also noted a significant improvement in students' reading comprehension after the application of the technique.¹² In another study, Rachmayani, in her research proved significant in improving students' reading comprehension. The study showed that the use of the SQ3R strategy had a positive impact on the reading ability of class X students of SMKN 7 Bone. The results of data analysis showed a significant difference between the posttest scores of the experimental group and the control group, where the experimental group using the SQ3R strategy had higher scores. In addition, students reported that this method made reading activities more interesting and helped them understand the essence of the text read.¹³

From the five previous studies that have been presented above, researchers are increasingly convinced that the SQ3R method is the right and most effective medium to support learning in reading classes. All

¹¹ Asnawi Muslem and Diana Fauzia Sari, "Teaching Reading Comprehension through Survey, Question, Read, Recite, Review (Sq3r) Strategy," *Research in English and Education (READ)* 2, no. 4 (2017): 20–31.

¹² Amelia Biringkanae, "The Use of SQ3r Technique in Improving Students' Reading Comprehension" 1, no. 2 (2018): 218–25, <https://doi.org/10.34050/els-jish.v2i1.6008>.

¹³ Asiva Noor Rachmayani, "The Effectiveness of SQ3R Strategy in Teachng Reading," 2015, 6.

opinions from previous researchers stating that SQ3R is effective because it brings many benefits to English language learning but even though there are proven effective methods, such as SQ3R, there are still shortcomings in understanding and applying this strategy in various contexts and text types. This means that although SQ3R can improve students' reading skills, more research is needed to understand how this method can be adapted and applied effectively in different situations, as well as for different types of reading. So, to fill this gap, the researcher wanted to explore more deeply the effectiveness of using the SQ3R method with storybooks as the medium. In addition, the difference between this study and previous studies is the use of various text types, including narrative, expository, or general academic texts, without a specific focus on storybooks, while the researcher focuses on storybooks as the main reading material for the application of the SQ3R method. This focus accentuates the narrative aspect and students' emotional engagement with the text.

Finally the researcher interested in conducting the research under the title **“The Effectiveness of the Survey, Question, Read, Recite, And Review (SQ3R) Method on the Reading Skills at MTs Darussalam Rejotangan: A Storybook Based”**

B. Formulation of Research Question

Based on the background of the study above, the questions that formulated by the researcher is “How is the effectiveness of SQ3R method

compared to other reading methods in the context of storybook learning at MTs Darussalam Rejotangan?"

C. Formulation of Hypothesis

A hypothesis is an assumption that must be tested. Hypotheses can be accurate or inaccurate predictions that must be proven through hypothesis testing. In relation to the research question, the researcher suggests the following hypothesis:

1. Null Hypothesis (Ho): There is no significant difference in the reading ability of students at MTs Darussalam Rejotangan between those who use the SQ3R method with story books and those who use conventional reading methods.
2. Alternative Hypothesis (Ha): There is a significant difference in the reading ability of students at MTs Darussalam Rejotangan between those who use the SQ3R method with story books and those who use conventional reading methods.

D. Objective of the Research

This study aims to assess the effectiveness of the SQ3R method (Survey, Question, Read, Recite, and Review) in improving students' reading skills at MTs Darussalam Rejotangan using storybooks. The main objective of this study is to measure the extent to which the SQ3R method can improve students' reading ability compared to conventional reading methods. In addition, this study aims to find out whether the use of the SQ3R method can improve students' reading comprehension, including their

ability to remember and understand the content of the story. The research would also assess how the SQ3R method affects students' interest and engagement in the reading process, as well as identify any difficulties or obstacles students face when using this method. Based on the research findings, practical recommendations would be given to teachers at MTs Darussalam Rejotangan regarding the application of the SQ3R method to improve students' reading ability. Finally, this study will also evaluate the long-term impact of using the SQ3R method on students' reading ability and reading habits.

E. Significance of the Research

This research is very important for the world of education, especially to improve students' reading skills at MTs Darussalam Rejotangan. By applying the SQ3R (Survey, Question, Read, Recite, Review) method using storybooks, this study is expected to provide empirical evidence of its effectiveness in improving students' reading skills. The results of this study can provide valuable insights for teachers and educators regarding more effective strategies in teaching reading, which in turn can improve the quality of education in schools. In addition, this study also has the potential to inspire the use of the SQ3R method in other schools that have similar characteristics, so that its benefits can be felt more widely. This research is also important for identifying and overcoming barriers that students may face when using this method, so that more effective solutions can be found to improve reading skills. Thus, this research not only contributes to the

improvement of students' reading ability, but also to the development of more innovative and effective teaching methods.

F. Scope and Limitation

To provide clarity and prevent misunderstandings, the scope and limitations of this study are outlined as follows:

a. Scope

1. This research is focused on MTs Darussalam Rejotangan students, especially grade 8 students.
2. Using reading materials in the form of storybooks that are suitable for the age and interests of students as the main material.
3. Applying the SQ3R method (Survey, Question, Read, Recite, and Review) to improve students' reading skills.
4. Observe the impact or changes that occur in students' reading skills after the method is applied.

b. Limitations

1. The research subjects were limited to middle grade students at MTs Darussalam Rejotangan, not all other levels or schools.
2. The type of reading used is limited to storybooks that have been selected and adapted to the age level and interests of students.
3. The focus of outcome measurement is only on reading skills, without covering other aspects such as writing, speaking, or listening skills.

4. External factors such as the condition of the learning environment or students' ability background before the study were not strictly controlled.

G. Definition of Key Terms

a. Reading Skills

Reading skills are the ability to comprehend, interpret and analyze written text. These skills cover a wide range of aspects, from letter and word recognition to a deep understanding of the content of the text and the ability to evaluate and criticize it. Reading skills are essential in the learning process and are the foundation for academic success and lifelong literacy.

b. SQ3R Method

SQ3R is a method of reading to find the main ideas and supporters of the main ideas also help the reader to remember longer. SQ3R stands for five steps:

- a. Survey: Review the text to get an overview.
- b. Question: Create questions based on the reviewed text.
- c. Read: Read the text in depth to answer the questions.
- d. Recite: Recalling and retelling information that has been read.
- e. Review: Review to reinforce understanding and memory.

c. Storybook

A storybook is a type of book that contains fictional or non-fictional narratives written with the purpose of entertaining, educating, or

conveying a moral message to its readers. Storybooks are often designed for different age groups, ranging from children to adults, with themes, language, and complexity that suit the intended audience. Storybooks can cover a wide range of genres such as fairy tales, legends, fables, folktales, detective stories, adventure stories, and more.