

CHAPTER I

INTRODUCTION

This chapter consists of seven parts. Those are background, problem of study, objective of the study, significance of the study, hypothesis of the study, scope and limitation of research and definition of key terms. It gives guideline to the reader basic information about this research.

A. Background of The Research

Nowadays, since people compete each other, they are demanded to update the knowledge. In order to get knowledge, one should have reading skill. Anderson and Pearson (in Braunger and Lewis, 1998: 28) state that reading plays crucial role of prior of knowledge which the people should infer from their existing knowledge to understand the text book. In other words, it is the warning for people that reading play role in life with considering it is fundamental to human today's society. It also can discover new thing such as reading book, magazines or article from internet, etc.

Knowing this phenomenon, it can be denied that making reading as daily activity may not easy with the condition that is contra, particularly Indonesia. According to the survey done by Central Connecticut State University in Britain, Indonesia gets rank 60th out of 61 countries in term of reading interest (jakartapost.com). From the survey, it is real that Indonesia is not the country that

everybody hang their books to read in their leisure time. It is not the country where the citizen like reading too much. Meanwhile, this situation can not be judged as totally wrong, but how culture habit exactly built this situation from one generation to others that is should be changed. Furthermore, a certain method is needed to make reading as habit. These included teaching and learning in school to make reading as a habit until it becomes part of the citizen character.

Now then, reading that is considered is reading with comprehension. Snow (2002: 11) argues comprehension means activity that extracting meaning or information in brain through interaction with written language. In this context, readers should understand the meaning of the text that they have read but in fact it is difficult especially reading English books. Considering, English in Indonesia is EFL or English as Foreign Language, the differences are found between English and Bahasa Indonesia.

Bahasa Indonesia as a mother tongue plays important role in understanding meaning of English sentences. However, the problem in teaching and learning process in the class, students still can not understand the meaning. For example, in English there is "The day after tomorrow" if it is translated in Bahasa Indonesia it is "Hari setelah besok" but it will be strange, Indonesian usually mention it by "Lusa". Students usually find word in English but when they look their Indonesia-English dictionary, they will find several meaning, such as the word "Tire" in English means "Ban", "Melelahkan", "Membosankan" in Bahasa Indonesia. If it is translated, it will make students confused even though they have looked up their dictionary. The same thing usually happens in vocation school students.

In addition, another problem among students is they are confused in inferring the main point from the text. Besides, some Indonesian students would read aloud in class and they put their index finger on the words that they are reading. Therefore, using the index finger to refer to every word while reading aloud making reading slow, and slow reading is bad. Smith (1994: 153) states that it is not very good “because it tends to create tunnel vision, overloads short-term memory, and leaves the reader floundering in the ambiguity of language.”

In this regard, the problems about reading should be solved by finding the suitable methods. One of the methods is SQ4R (Survey, Question, Read, Recite, Record and Review) found by Robinson (1948). SQ4R should be applied to students' habit in reading. Therefore, reading can be used as daily routine in teaching and learning activity to become reading as a part of the citizen character. by According to Basar & Gurbuz (2017: 133), SQ4R can be used to develop students' cognitive by reading comprehension, full of concentration, and practice to improve their skill in guessing and think critically by using six steps (Survey, Question, Read, Recite, Record and Review). In the first step called survey, Coon and Mitterer (2013: 2) state that students are going to do skimming. The students continue to the next step called question, students compose the questions in order to make them understand deeply before going through reading activity. After that, students read a whole of the text to find the answers from their questions. Next step is continued by answering the questions where students can reread to check the answers that are still missed. After answering questions by using students' own words, they can do summarizing text. After that, students can directly go

through next step which is forced to do self-reference and critical thinking. And the last step is review which students reread their questions and answers that they have made.

The researcher observed a school that has problems in reading comprehension. This is Vocation School from Bandung, called SMKN 1 Bandung. One of teacher said that the students did not interest to go to library for reading some books or making reading as daliy routine. That is why, the researcher is interested in conducting research in this school based on some reasons. Firstly, this school is a public school equipped various kinds of English books that have been given by government's policy called BOS (Bantuan Operasional Sekolah) but in fact, teacher said that students found the difficulty in reading English book such as inferring the meaning, translating new vocabularies and understanding the grammar. Secondly, in this Vocation school provides some programs which students have already chosen the specific major without study in college, so after graduated from high school they have been ready to work. Furthermore, reading comprehension is in demand in work, but the researcher does not find it happens in this school. For example is TKRO (Teknik Kendaraan Ringan Otomotif) or vehicle engineering which one of program that learning about automotive. It is dominated by male students who find the difficulties in inferring English instruction when they practice in constructing or repairing machine. Most of the instruction is written by English. In other ways, according to several students. They said that they directly practice without reading the detail of instructions. This situation is worried if it happens in real work.

In order to support the SQ4R method and to strengthen this research, the researcher finds three previous studies that have conducted research. First study is from Murat Basar and Mechmed G in 2017. In the result, they find significant different before and after using SQ4R method in students' reading comprehension. Second study is from Evi Kasyulita. The researcher choose students from second years of English major of Pasir Pangaraian University. The third study is research conducted by Ni L. A Suardani¹, Kt. Ardana, and Kt. Adnyana Putra from Ganesha University. For the result, they conclude that SQ4R was effective in reading comprehension.

In this researcher, the researcher use quasi experimental design, but the difference with three previous studies is the researcher apply SQ4R in vocation school. The researcher only focuses tenth graders of vocation school. So the title of the research is *“The Effectiveness of Using SQ4R on Students’ reading Comprehension Ability of Tenth Grade in SMKN 1 Bandung”*.

B. Research Problem

Based on the background, the researcher formulates the research problem as a follow: Is there significant different score between the students taught by using SQ4R and those who are not taught by using SQ4R in tenth grade of SMKN 1 Bandung?

C. Objective of the Research

The purpose of the study is to figure out whether there is significant different score between the students taught by using SQ4R and those who are not taught by using SQ4R in tenth grade of SMKN 1 Bandung.

D. Significance of the Research

In this study, the researcher expects that by using SQ4R method (Survey, Question, Read, Recite, Reflect and Review) students can improve their reading comprehension ability. The researcher hopes that study can increase the knowledge of the English teacher in using effective method which can be taught to students, so they can find new way how to comprehend the text well. In addition, this study not only for the English teachers, but also the further researchers who can prove the information about SQ4R that is effective for reading comprehension by including knowledge and the result of this study

E. Research Hypothesis

The researcher purposes null hypothesis and alternative hypothesis. Those are explained as follows:

- 1) Null hypothesis which there is no relationship (or difference) between variables. It means that the students who are taught by using SQ4R did not improve significantly in reading comprehension than those who are not taught without SQ4R.

- 2) Alternative hypothesis is conversely. It means that the students who are taught by using SQ4R improved significantly in reading comprehension than those who are not taught without SQ4R.

F. Scope and Limitation Of Research

Research scopes deals with the students of vocation school which is taken the sample from two classes in the tenth grade. This study is not focus on all vocation school, but it focuses on a vocation school, exactly in SMKN 1 Bandung which is focused in a program called TKRO (Teknik Kendaraan Ringan) or vehicle engineering.

The limitation of this study is that the researcher limits the issue of how students can improve their reading comprehension through implementing SQ4R in descriptive text. Indeed, the focus of the study is in reading comprehension.

G. Definition of Key Terms

1. Reading Comprehension Ability

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002: 11). In other words, it is not only read but also the process of understanding meaning. Meanwhile, reading comprehension ability deals with the talent that enables reader to construct and understand the meaning from written language.

2. SQ4R method

SQ4R is a strategy especially designed for the use in explanatory and descriptive texts. In this method students hopefully can master the following steps such as survey, question, read, recite, reflect and review. Especially, in this thesis, SQ4R is applied in descriptive text only.