

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of the study which covers research background, problem identification, research questions, research objectives, research significances, and research scope.

### 1.1 Research Background

Generally, literacy refers to such an activity which involves reading and writing skills (Tantra & Padmadewi, 2021). In addition, literacy is also defined as the use of reading, writing, and spoken language process in order to describe, construct, and unify a meaning (Pearson, 2017). Reading and writing which becomes the focus on literacy are skills that trained beside listening and speaking skills in the grades of the Junior High School (Saniyah, 2019). This research focuses on reading comprehension in the Junior School. According to Zidat & Djoudi (2010) reading comprehension refers to type of reading which focuses on the process of understanding the content or the information in the text provided rather than understanding in one until two words only. It refers to such an activity in understanding written text contents as cited in Mentari (Dalman, 2014). Supriyono (2014) also adds that having a good understanding contents related to ability, memory, perspective, reader schemata, and other affective aspects includes interest, motivation and self-esteem. Besides, Luke and Freebody (in Gibbons, 2002, p. 81) explained that having a good reading comprehension could be achieved if reading comprehension indicators also could be understood as well. Furthermore,

Pebriantika & Aristia, (2021) concluded that SQ3R reading method was effective in improving the students' reading comprehension ability at SMP Negeri 1 Jereweh.

Adila (2019) examined the effectiveness of SQ3R reading method in teaching reading comprehension to the seventh grade of students at Bululawang 2 Junior High School. This research applied quantitative method with quasi-experimental design. The SQ3R reading method to reading comprehension was implemented in the experimental group and using flipping coin. The data were collected through reading test which is conducted twice as pre-test and post-test and also the supporting instrument was a questionnaire. Then, the results showed that significant value was 0,000. It means that there was a significance effect of SQ3R reading method on students' reading comprehension at Junior High School 2 Bululawang particularly on descriptive text. SQ3R reading method is appropriate used for teachers and students in learning English to increase students' reading comprehension skill and also can stimulate students' activeness during teaching-learning process.

Prior observation was conducted on the students' ability in reading comprehension at the seventh grade of *SMP Negeri 4 Kubutambahan*. To collect such data, an interview was conducted to the English teachers in the seventh grade. They explained that some difficulties found by the students in understanding elements of descriptive texts of a person and procedure. The teacher also conducted such test to measure students' reading comprehension generally and the data shows that 50% until 60% of students still cannot reach the standard score which settled as 70. The difficulty of understanding descriptive texts of a person and procedure

faced by students at the seventh grade because it is related to the way how they learn English as a foreign language in their first level of junior high school.

First, they explained that some students could not find the general themes after they finished reading the descriptive texts of a person and procedure. The general themes refer to the main idea of the text or the central idea of the text. The theme here refers to what the author is trying to convey (Alyousef, 2012). In other words, it called as the central idea. Usually, the theme always carried out the description (Alyousef, 2012). For examples, “*What is the main idea of this descriptive text?*” or “*What is the central idea of this descriptive text?*”

Second, some students still failed to determine specific information contained in such texts, particularly in descriptive texts of a person and procedure. Actually, according to Miller (2012) specific ideas refer to specific information which is conveyed by the author about the text itself. He also stated that failure in determining a specific idea might be due to lack of vocabulary. For examples, “*Where does he work?*” or “*What should be conducted after putting the topping?*”

Third, students also could not provide corresponding pronouns of nouns represented in descriptive texts of a person and procedure. Some students faced the difficulty in understanding both texts of descriptive of a person and procedure, specifically in providing corresponding pronouns. Finding corresponding pronouns here is termed as textual reference (Kemdikbud, 2017). Students’ inability to correspond a pronoun with the noun referred might be caused by grammatical complexity of the text. For examples, “*The word **she** refer to....?*” Or “*What does **it** refer to in the text?*”

Fourth, some words and expressions were not recognized their literal and/or implicational meanings by the students. It means that the students' inability to recognize meanings of words and/or expression here might be related to poor vocabulary (Patel & Jain, 2017). For examples, “*What is the synonym of the word ‘dangerous’?*” or “*The word ‘famous’ means...*”.

The research is based on the existing students' problems focusing on reading comprehension in *SMP Negeri 4 Kubutambahan*. The research on reading comprehension through SQ3R reading method is inspired by Supriyono (2014). He was concluded that having a good reading comprehension ability is often related to reader's schemata. In addition, Luke and Freebody (2002) thought that reading comprehension ability was not exactly related to schemata, but it also related to understanding of specific reading comprehension based on indicators itself.

The research is absolutely different from previous studies conducted by Adila (2019) and Pebriantika & Aristia, (2021). Adila (2019) studied the effectiveness of SQ3R reading method in teaching reading comprehension for Junior High School students. Whereas, Pebriantika & Aristia, (2021) studied SQ3R reading method and QAR reading method by combine it to find the effectiveness in improving the students' reading comprehension ability in Junior High School. The research was focused on 1) implementing SQ3R reading method in reading sessions based on the 2013 Curriculum in the Junior High School, 2) students' ability in understanding central themes, specific ideas, textual references, and meanings of words and/or expressions contained in descriptive texts of a person and procedure. The research design applied a Classroom Research. The purpose of classroom research is to help the teacher evaluates his or her effectiveness as a teacher and to

foster intellectual stimulation and professional renewal. Classroom Action Research is an actual research method. Teacher research is defined by who conducts the research (a teacher). Whereas, Classroom Research is defined by the setting or place in which the data are collected (Abarca, 2004; Azadi et al, 2015).

## 1.2 Problem Identification

Problems encountered in reading comprehension were identified in *SMP Negeri 4 Kubutambahan*. An English teacher was interviewed on the students' problems in understanding descriptive texts of a person and procedure in *SMP Negeri 4 Kubutambahan*. The problems confronting the students in reading comprehension are as follows.

First, students could not find the general themes after they finished reading the descriptive texts of a person and procedure. The theme here refers to what the author is trying to convey. In other words, it called as the central idea. Usually, the theme always carried out the description.

Second, some students still failed to determine specific information contained in such texts, specifically in descriptive texts of a person and procedure. Actually, specific ideas refer to specific information which is conveyed by the author about the text itself. Failure in determining a specific idea might be due to lack of vocabulary.

Third, students also could not provide corresponding pronouns of nouns represented in such texts, specifically in descriptive texts of a person and procedure. Finding corresponding pronouns here is termed as textual reference. Students'

inability to correspond a pronoun with the noun referred might be caused by grammatical complexity of the text.

Fourth, some words and expressions were not recognized their literal and/or implicational meanings by the students. It means that the students' inability to recognize meanings of words and/or expression here might be related to poor vocabulary.

### **1.3 Research Questions**

1.3.1 How is SQ3R reading method implemented in reading sessions in *SMP Negeri 4 Kubutambahan*?

1.3.2 What is the students' ability in reading comprehension on descriptive texts of a person and procedure through SQ3R reading method in *SMP Negeri 4 Kubutambahan*?

### **1.4 Research Objectives**

1.4.1 General Objective

The general research objective is to describe and analyze reading comprehension implemented through SQ3R reading method, and the students' ability in reading comprehension after being taught through SQ3R reading method in *SMP Negeri 4 Kubutambahan*.

1.4.2 Specific Objectives

The specific objectives are: 1) to describe reading comprehension implementation through SQ3R reading method, and 2) analyzing the students' ability in reading comprehension after being taught through SQ3R reading method.

## 1.5 Research Significances

1. The theoretical significance of this research is study the effectiveness of SQ3R reading method in improving students' reading comprehension at *SMP Negeri 4 Kubutambahan*.

2. Practical significance:

1) For students

This research can improve reading competence through SQ3R reading method.

2) For EFL teachers

This research would be able to improve their performance in teaching reading comprehension through SQ3R reading method.

3) Other researchers

This research can use the research to refine and replicate the results of the research.

## 1.6 Research Scope

The research focused on the seventh grade students in the academic year of 2021/2022 in *SMP Negeri 4 Kubutambahan*. Moreover, this research is limited to reading comprehension of descriptive texts of a person and procedure carried out through SQ3R reading method in *SMP Negeri 4 Kubutambahan*.