CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the major language in the world used by more than three hundred and seventy millions people today. Therefore the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes. English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above. reading is a process of contracting meaning from written text.

The ability of reading is another capability that must be achieved as the goals of teaching English besides listening, speaking, and writing. Reading gives a great influence for our life because we are able to find knowledges that are written in many books. But it is very complicated or complex, because it is an activity carried out under the cooperation of several skills, as observing, understanding, and thinking that can support these skills, and it also depends on the language skills and the level of reasoning. The aim of reading comprehension is to understand or to comprehend the message contained in a text.

Reading is the most dominant language skill taught in classroom. It can be seen from the time allocation of reading that is more than the other skills. Reading is an exercise dominated by the eyes and the brain in which the eyes receive the massages from the text and the brain identify the significance of these massages (Hammer,1991) in Asmawan (2010) said there are four indicator in

reading. Those indicator are: 1. Obtain main ideas, 2. Obtain specific information from the written text, 3. Recognize the word meaning, and 4. Find the textual reference.

Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. they just can mention symbol word without getting any idea from the book. The researcher herself experience when reading a book without any comprehension tends to feels sleepy. Based on pre-observation done by the writer, teaching reading process at the eleventh grade students have some obstacles. They are; the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph in the text. It is because the learning method used in teaching reading was not oriented to the students, it means the students tend to be passive in reading learning process. In other words, the learning method must involve the students in learning process. These problems are related to the research on reading comprehension has been done previously by Ahmad Bachtiar (2018) he concludes that one of the students' difficulties in reading text is in determining the main idea in a paragraph of the text. This problem can make students less confident and easy to give up in finding the main idea of a paragraph in a text. These anxieties are one of the students' troubles in reading learning process and requires the attention of an interested parties, especially for the teachers.

Furthermore, the students said that they faced difficulties in following reading class because of the same factors. The factors were concerned with the difficulty level of the words in the text, less of interest in reading English text and

inappropriate reading activities and strategies to facilities that learning. Based on the preliminary observation conducted previously, it was noted that the students read the text without knowing whether they understood the text or not. Besides the reading class, they always received texts and some question without providing them any strategies that could help them comprehend the reading material. Those focus made the students bored and less motivated to continue their reading seriously. This statement is also the reason why the researcher conducted research related to this topic because when the researcher was in Teaching Practice Program in SMP N 1 Pekutatan, students found some reading problems. First, the students were not active during reading process because they embarrased when the teacher asked them to express their opinion. Second, the students did not know the meaning of some vocabularies in the text. Third, the students did not comprehend the text well. Fourth, they had difficulty in prounce words in the text. The statement also in line with the research was conducted by Rahyana, Kasyulita, and Rosyidah (2016) in their study the problem of reading was the students found difficulties in finding main idea, topic sentences from descriptive text. Thus, teachers hold an important role to facilitate the students during reading process.

Through of these problems, the researchers conducted research related to improving reading comprehension on 5 indicators (finding mind idea, spesific information, inference, reference and vocabulary). What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the students to comprehend to concept from the author's mind in the text. There have been a lot of techniques and strategies discussed by

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many expert dealing with reading comprehension. Ahmad (2018) implemented SQ3R as a technique can make students to be active readers and focused directly to the essence or the contents of implicit and explicit subject in the text. SQ3R is one of excellent strategies in which each guides students to comprehend the text easily. The researcher will implement the SQ3R strategy to improve the basic competences of reading comprehension in which the students haave not reached all of these competences yet. The first basic competence of reading comprehension is finding the main idea of the text. By using SQ3R strategy especially in the first step of this method that is Survey where the students were asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students mind prepare for the subject at hand, and it also lets the students know what the text will be about.

The second indicator of sucsessful reading is the student should be able to find detail information in the text. SQ3R strategy offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students' reading comprehension so that the students can find the details and examples that support major points of the text through the next step of SQ3R strategy called *Reading*. In addition, as we know that the better questions, the better readers' comprehension will be.

Besides, the third indicator of reading comprehension is the students should be able to translate unknown words which are used in a text. This indicator often becomes the major obstacle in students' reading comprehension that leads the students to become unmotivated to continue their reading. The third step of

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SQ3R strategy is *Reading,* suggest the students to infer the unknown word from the context and do not skip this unfamiliaar word in the text. If the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text as the third indicators of reading comperehension. When the students can't infer the use of references in the text, the students should look them up and be sure to reread not only where the sentece in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competences of reading comperehension the students are also asked to be able to find implied information. In the last step of SQ3R strategy, *Review,* the students are asked to create a one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience and other classes. In doing this step the teacher can use question such as: What is the material's significance?; What are the implications or application of this material?; and What question are you left with?. When students can absorb the writer's idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

In this method the first step is to read on the surface of the all items in the text reading and find out how the text is organized (Survey), and then compiling the questions will be answered from the text (Question), started by reading the material with the objectives and questions that had been developed (read), then students recall the information what is learned and spoken, or make a

small note of the important points to remember more (Recite), and finally review the material read before to ensure and to remember what was read (Review).

The subjects of the present study were the seventh grade students of SMPN 1 Pekutatan especially in class VII E, because most of the students in this class have the highest problem in english compared to the other classes. As conveyed by the English subject teacher in grade 7 Ni Kadek Liana Dewi, S.Pd. explained that "*Actually, almost all classes have problems in reading English, but during teaching in grade 7, the students who have the most that are lacking in reading English are class VII E, where the problems that are often encountered are still lack of understanding in finding the meaning of each word in the description text*". Thus, through this statement the researcher also decided to choose this class to be used as the subject in this study. This statement is also proven through the results of students' reading scores, which are as follows.

Table 1.1 Reading Score Of Students In Class VII E Description Text Content

No	Category	F	%	Note
1	Students who got score bellow 75	17	70,8%	Problem
2	Students who got score 75 or higher	7	29,2%	Problem

Source: English score list of class VII E

Based on the table above, it shows that 70,8% students got score bellow 75 and 29,2% of students got 75 or higher. Moreover, the result of the pre-observations showed that the students had problems with their reading comprehension. The students who still had problems in reading or those who did not achieve the minimum score had problem in their reading comprehension. It was strengthen by the result of the interview with done the teacher and the students. Students were lack of interesting in reading subject. The researcher also

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conducted the pre-observation in classroom during reading session. The result that the student were passive and less motivated in teaching and learning process.

Based on explanation above, the researcher attempted to solve it and improve the students reading comprehension by using a strategy namely SQ3R. According to the expert, this strategy can improving students reading ability, it can be concluded that the strategy is a good strategy in improving the students reading ability. According to Adila & Weganofa (2018) stated that SQ3R is a successful strategy that makes students read faster, the able to choose the important point, and make students easier to remember the material. It can be proven by several studies conducted by several researchers, like the research that was done by Adila & Weganofa, 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.

Moreover, based on Biringkanae (2018) the SQ3R is designed to increase students' reading speed and obtain information from the passages they read. It is as has been explained if one of the problems faced by students is the lack of motivation and enjoyment in reading because of the slow reading and comprehension ability, so by using SQ3R, then it can be resolved. It is also supported by other results of research that was done by Kusumayanthi & Maulidy (2019), stated that by the implementing SQ3R, it increases their students 'interest in reading and students more focus on reading and by using this method students' also enhance their vocabulary. Also Kusumayanthi & Maulidi (2019) explain that 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. This statement also in line with the research was conducted by Adila (2018) explained that the current research is interested to investigate whether SQ3R strategy has a significance effect on students' reading comperehension because the findings of previous studies are consistent.

In coclusion, based on problem above, the researcher found lack problem based on observation, so that the researcher conducted the study entitled **"Improving Student's Reading Comprehension By Using SQ3R Strategy at Seventh Grade of SMP N 1 Pekutatan".**

1.2 Statement Of Research Problem

The statement of research question can be stated as follows:
To What extend the SQ3R strategy improve student reading comperehension in class VII at SMP N 1 Pekutatan.

1.3 Purpose of the Study

Based on the above statement of research problem, the purpose of study is to find out whether the reading comprehension of the seventh grade students of SMP N 1 Pekutatan, can be improved by the implementation of the SQ3R strategy.

1.4 Limitation of the Study

The study was restricted in improving the reading comprehension of the seventh students of SMP N 1 Pekutatan trough the implementation of SQ3R strategy.

1.5 Significance of the Study

Hopefully, the study will give a valuable insight for the teacher and students in learning English, especially in comprehending reading text. The significances of the study can be devided into three significances and it will be shown as follow:

a. For the teacher

It will add a strategy in teaching reading that can be applied to improve the students reading comprehension.

b. For the student

Students can improve their reading comprehension by following the steps in SQ3R strategy