

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of the most important skills in learning English. By reading, the students can get information, ideas, and enrich experience. According to McKee (2012: 1), reading is an essential skill that individuals need to process in order to be successful in life. For students, the ability to read opens up new worlds and opportunities. McKee also mentioned that reading is an activity performed to develop an understanding of a subject or topic, and Smith (2004: 179) stated that reading is the act of extracting information from print media. It means that reading is an understanding of a topic developed in a text, through print media such as newspaper, package book, and others. It enables student to gain new knowledge.

Reading comprehension defined as the level of understanding of a text or message in the text. This understanding comes from the interaction between the words that are written and how they get the knowledge outside the text or message like inference of the text. According to Duffy (2009: 14), comprehension is the essence of reading because the goal of written language is communication of messages. If the students do not understand the message, they are not reading. There are several points in reading that need to be known carefully such as identifying the theme, understanding the vocabulary, finding intrinsic and extrinsic information from reading text, and more importantly to understand the text itself.

The researcher tried to do an unstructured interviewed english teacher and did an observation at that school, to see what causes the students are hard to reach comprehension. Based on the unstructured result Lisa (Karya Budi english teacher) told that many students got difficulties in reading comprehension there are; (a) students were unable to find the main idea; (b) the students were unable to find supporting details of the text; (c) students lack of vocabulary make the students difficult to translate the difficult word; (d)

students were unable to distinguish between inference and reference information in the text.

Based on the problem the teachers need ways for solving the problem. One of appropriate way is SQ3R method to improve students reading comprehension. According to Hedgcock and Farris (2018: 56), SQ3R technique as reading technique that gives numerous exposures to the text being covered. In short, SQ3R technique is a way to read a material that involves readers actively. It is also an effective series of technique for reading that can increase the readers comprehension by its five steps. Using SQ3R for reading will guide students in reading step by step. Students with low or high performance will improve their reading comprehension. The step by step activity in this technique will help students focus their reading. SQ3R will guide students in finding the meaning of the text without losing much time. SQ3R method can improve their ability to comprehend a passage.

The use of SQ3R will also increase students' activity because students are forced to be actively involved in doing each step of SQ3R. Each student depends on himself. For example: the discussion with friends about the text or about the meaning of the text will be useful and helpful in understanding the text. Yet, it also forces student to be active. Student should be actively involved in learning activity, in reading the text, or in discussing the text with friend. Student should ask questions or ask for help either from other student or from teacher if he finds any difficulties in reading, such as the unknown vocabulary. It also means that students have to be active. If their actively involves in doing the step of SQ3R it means that their tries to read the text and understand it then their will have greater opportunity to gain more understanding about the text.

Supported by Amelia Biringkanae (2018) *The Use of SQ3r Technique in Improving Students' Reading Comprehension* (NISSN 2621-0835) explained that study consisted of two main points: the extent to which SQ3R technique improves students' reading comprehension and the students' perception toward the use of SQ3R technique. First, by using or implementing SQ3R technique could improve the students' reading comprehension. It helped the students to

find out the main idea, detail information of the text, understanding the meaning of unfamiliar words, identifying the use of reference, and finding implied information of the text. Second, the students' perception toward the use of SQ3R technique in improving students' reading comprehension. It showed the attitudes and the learning motivation of the subjects quite positively.

SQ3R method was developed by a Professor of Psychology at Ohio State University, Prof. Francis P. Robinson. Reading activity is using this method that consists of five steps as follows: survey, question, read, recite, and review. It is a method of teaching reading that has complex, comprehensive, and varied steps to make students read faster and get comprehension the whole of text. This method is suitable for study purpose, especially in English reading teaching and learning process. The researcher limits the problem into giving strategy reading SQ3R in the reading teaching process which is appropriate to the defined curriculum. Brown (2001: 308) state the strategic reading SQ3R is stated as one effective series of procedures for approaching a reading text .

Based on the condition above, the researcher intends to improve students' reading comprehension, their skills to read english text, also make the students understanding about english text using SQ3R reading method for the tenth grade students of SMA Karya Budi Putussibau in the academic year 2019-2020.

B. Research Problem

Based on the background of the study, the problem can be formulated as follow: "How can the SQ3R Method increase students' reading comprehension to the tenth grade students of SMA Karya Budi Putussibau in the academic year of 2019/2020?"

C. Research Purpose

This study is aim to find out how SQ3R method can improve students' reading comprehension to the tenth grade students of SMA Karya Budi Putussibau in academic year of 2019/2020?"

D. Benefits of the Study

1. Theoretical Benefits

- a. The result of this research hopefully can be used to improve and develop the learning and teaching method especially in learning and teaching reading English text.
- b. The research can be the reference for the teachers if they want to SQ3R method in teaching reading comprehension.
- c. The research can be a reference for IKIP-PGRI Pontianak, until become the important information for the reader to be an investigation material in term of the improvement of English learning, especially about reading comprehension.

2. Practical Benefits

a. To teachers

- 1) The result of this research informs the level of reading comprehension of the eleventh grade students of SMA Karya Budi Putussibau in academic year 2018/2019. This information hopefully can be used as starting point whether it is important to introduce, model, and use SQ3R method of reading in the teaching reading.
- 2) The result of this research will hopefully be an input to improve teaching learning process, especially in teaching and learning reading.
- 3) This research can improve teachers' performance in conducting the research and reflective teaching.
- 4) This research can improve teachers' ability to implement a flexible approach to classroom improvement through action and reflection.
- 5) The teacher can recognize and then translate evolving ideas into action.

b. To Students

Increasing students' reading comprehension. Developing students' ability to use reading technique. Learning effective reading technique to develop reading comprehension Increasing students'

motivation in learning English. Enhancing students' activity during the process of teaching and learning English. Giving greater opportunity for students to be the subject and the focus of the learning process. Creating an interesting and joyful learning activity.

c. To other researcher

The result of the research can be used as a reference to conduct further research about teaching and learning reading comprehension by using SQ3R method.

E. Scope of Research

1. Research Variable

Single variable in a research is very important, because it tells us about what is going to be measured. It means that variable is a research tell us about what characters that will be measure by the research. According to Anderson and Arsenault (1998: 12), a variable is a characteristic that can assume any one of a range of value. Furthermore Ary *et al* (2010: 37), stated that a variable is a construct or a characteristic that can take on different values or scores.

Based on the explanation above, this research focuses on the single variable, that is student's reading comprehension through SQ3R method.

2. Terminology

The terms in this investigation is used to avoid the misunderstanding among the readers. To make it quite clear in comprehension the study therefore there are some key terms such implementation SQ3R, reading comprehension, and SMA Karya Budi Putussibau.

a. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

b. SQ3R

SQ3R is an active reading exercise that is designed to help you get a fuller understanding of your reading materials. This study method capitalizes on the predictable format in most traditional content textbook. SQ3R method is a systematic approach to learning reading which five steps in it use. With its steps, it is expected students can more easily understand the English material.

c. SMA Karya Budi Putussibau

SMA Karya Budi Putussibau is the level of senior high school which in eleventh grade students are in interactive skill. There are 2 kind classes of tenth grade students of SMA Karya Budi Putussibau are MIPA and Social class. The researcher choose X MIPA class to do research.

F. Action Hypothesis

Hypothesis is the estimation or the possible outcome that will reveal itself at the end of the research. In this research hypothesis very important to know the students learning outcomes. Ary *et al* (2010:93)described that, “hypothesis are essentially probabilistic in nature; empirical evidence can lead you to conclude that the explamination is probably true or that it is reasonable to accept the hypothesis, but it never proves the hypothesis”. Based on this statements, the action hypothesis in this research is SQ3R Method to improve reading comprehension.