

# CHAPTER 1

## INTRODUCTION

### A. Research Background

In Indonesia, English is taught as a foreign language subject. Several different courses and teaching materials are also offered in English. In general, English is used in various fields. In addition, English is an international language where people from different language backgrounds use English to communicate with each other. Essential language learning requires mastering four language skills. So, mastering such skills requires a well-designed teaching process. Since reading is one of the four language skills, its teaching requires carefully selected activities, methods, and processes.

Reading is the ability to communicate in written language by reading text. People can gain a lot of knowledge by reading. Reading is very important and becomes a daily necessity for everyone who wants to get information. For learners learning English as a foreign language, reading is the most important skill to master. This skill is essential for their success in learning English and in any content class that requires reading in English. Learners will make greater progress and development in other areas of learning with reinforced reading skills. In other words, learners' reading ability ultimately greatly influences their academic success or failure.

Reading is the best way for people to learn a lot. Reading is very important and has become a daily necessity for anyone who seeks knowledge. For students learning English as a second language, reading comprehension is the most important ability to acquire. Comprehension refers to the ability to go beyond terms, to understand concepts and relationships expressed in a text (McNamara, 2007). The ability to understand and extrapolate meaning from a text while reading is known as reading comprehension. To create a comprehensive understanding of a text, it requires the ability to identify key words, sentences, and ideas in addition to the ability to draw connections between different pieces of information. "Reading comprehension is the process of making meaning out of text. This is to get an overall understanding of what is described in the text rather than to get the meaning of an isolated word or sentence" (Woolley, 2011). Therefore, teachers should give students a variety of reading experiences to improve their reading comprehension skills.

Pre-observation was conducted by the researcher to find out how students behave in the classroom during learning. In the pre-observation phase, the researcher identified problems arising from some questions posed to the English teacher in a situation where students are new to English when they enter junior high school. Due to the policy of the Ministry of Education and Culture, English is no longer included as a compulsory subject for primary school students in the 2013 curriculum and has been in effect since the 2013/2014 academic year. As a result, students have difficulty understanding the material in English subjects, especially when students are given assignments by teachers, some students do not understand the content of the text, so students have difficulty finding answers to the task. The researcher will work with the teacher to implement the SQ3R technique, which the researcher believes is an effective way to improve students' reading comprehension. Through a systematic and consistent reading process and teacher feedback, the SQ3R technique can help students solve any reading comprehension problems they may face. Students' reading comprehension process is facilitated and they are better prepared to understand the text. SQ3R is a very important reading technique for students because it can improve reading comprehension. This method improves information retention, encourages a more active learning environment, and helps students deal with problems related to the subject matter. In addition, SQ3R can help students develop good reading habits, which enables them to learn independently and achieve academic success.

As mentioned above, the researcher goal was to improve students' reading comprehension by using the SQ3R technique. This technique will be applied in classroom action research with the title "Students Improvement in Reading Comprehension Through Survey, Question, Read, Read, Review (SQ3R) Technique (A Classroom Action Research at the Eighth Grade of SMP Muhammadiyah 2 Pontianak in the Academic Year of 2023/2024).

## **B. Research Question**

Based on the background above, it can be concluded that the research problem is: "How can the SQ3R technique improve the reading comprehension of eighth-grade students of SMP Muhammadiyah 2 Pontianak in the academic year 2023/2024?"

## **C. Research Purpose**

Based on the research questions above, the purpose of this study is to find out how the SQ3R technique can improve the reading comprehension of eighth-grade students of SMP Muhammadiyah 2 Pontianak in the academic year 2023/2024.

#### **D. Scope of Research**

The scope of this research includes variable and terminology:

##### **1. Research Variable**

Variables are characteristics that can be measured by the researcher. It is the center of attention or something that gives effect and value to research. Creswell (2012) the variable is a characteristic or attribute of an individual or organization that the researcher can measure or observe and vary between individuals or organizations studied. A variable is an empirical representation of a concept. As a result, variables are traits that researcher can quantify. In this study, the researcher uses a single variable, namely Students Improvement in Reading Comprehension Through Survey, Question, Read, Recite, Review (SQ3R) Technique (A Classroom Action Research at the Eighth Grade of SMP Muhammadiyah 2 Pontianak in the Academic Year of 2023/2024).

##### **2. Terminology**

There are some items included in the study. To make it clear and to avoid miscommunication between the researcher and the readers, the researcher provides the explanation of those terms. The terms are as follow:

###### **a. Reading Comprehension**

Reading comprehension is the ability to understand and interpret the text well, including understanding the meaning, purpose, and message contained therein.

###### **b. SQ3R Technique**

SQ3R stands for reading comprehension techniques: Survey, Question, Read, Recite, Review. It is a structured approach to learning and understanding academic material. First, you survey the material, then ask questions, read actively while looking for answers, recite or summarize what you have learned, and finally review the material to remember. This is a great technique for effective learning and retaining information.

c. SMP Muhammdiyah 2 Pontianak

SMP Muhammadiyah 2 Pontianak is declared as a private junior high school located at Jl. Dr. Sutomo Gg. Karya 1, Kec. Pontianak Kota, Prov. Kalimantan Barat. The researcher will conduct teaching practices, especially in eighth grade and the researcher will conduct research entitled “Students Improvement in Reading Comprehension Through Survey, Question, Read, Recite, Review (SQ3R) Technique (A Classroom Action Research at the Eighth Grade of SMP Muhammadiyah 2 Pontianak in the Academic Year of 2023/2024)”.

### **E. Action Hypothesis**

The hypothesis is used to predict the tentative answers. According to Singh & Abbasi (2006) stated that the hypothesis is a tentative solution problem. This means that the hypothesis is subject to verification. The action hypothesis of research is SQ3R can improve Reading Comprehension at the Eight Grade SMP Muhammadiyah 2 Pontianak.

A research hypothesis serves as an anticipated or predicted statement that undergoes testing through research. As stated by Dantes (2012), a hypothesis represents an assumption that requires verification through data or facts derived from research. Sugiyono (2018) goes on to elaborate that a hypothesis acts as a provisional answer to the research problem formulated in the shape of a question. Anupama & Rao (2018) reinforces this notion by stating that a hypothesis embodies the researcher's expectation or prediction concerning the interrelation among research variables.

Based on the explanation above, it can be concluded that a hypothesis is a statement that contains conjectures or predictions related to the formulation of problems regarding the relationship between research variables that must be tested using data obtained through research. In this study, the researcher used the hypothesis that the SQ3R technique can improve the reading comprehension skills of Eighth Grade (VIII) students at SMP Muhammadiyah 2 Pontianak in the 2023/2024 academic year.

### **F. Benefit of the Research**

Every research has theoretic benefit and practice benefit which can be obtained from research the significant of this research are:

1. Theoretical Benefit

The results of this research are expected to be beneficial development of knowledge of SQ3R technique in the learning process so the process of learning reading successfully and optimally.

## 2. Practical Benefit

### a. For Students

This research would be useful to students in enhancing active role or direct involvement through a variety of learning activities from beginning to finish the class the support the acquisition of the learning outcomes.

### b. For Teacher

This research is expected to be the basis for teacher to teach through SQ3R in teaching reading, so that expected results according to the learning targets.

### c. Futher Researcher

This research is expected to be useful for other researchers to increase the depth of knowledge in education and as a reference for researchers as teacher candidates to know the teaching of reading problems.