

# **CHAPTER I**

## **INTRODUCTION**

This part tends to focus on the researcher's deliberation of background of the study, statement of problems, objectives of the study, significances of the study, scope and limitation of the study and operational definitions.

### **1.1 Background of the Study**

reading is one of the four English language skills (listening, speaking, reading, and writing) that are required to be taught to students. To learn new vocabulary, grammar, and sentence structure, readers have to absorb everything they read (Snow, 2002). In addition, developing strong reading skills takes time and requires continuous practice so that readers can read a wide range of materials with ease and also benefit from a capacity to comprehend even when they are confronted with information that is difficult or uninteresting. Understanding how to read texts of varying levels of complexity is important because it allows learners to adjust their reading speed and style to meet the task and extract both implicit and explicit meaning from the text. (Yuliyanti, 2017, p. 1). In order to enable learners to read the text and extract meaning, school education should focus on enhancing reading ability.

When trying to understand what the writer meant by writing in a text or printed symbols, it is necessary to reconstruct the writer's idea from a text or printed symbols based on readers' background knowledge and experience. (Carnie, 1990, p. 1). In addition, acquiring a skill, such as reading, can only be

accomplished through extensive and continuous practice. Students will become better readers if they read in an active manner. If you want to be able to read fluently, you will have to work hard and make great use of your time to develop your reading skill. Brown (2004, p. 189) mentions that reading is a process of reaching an agreement on the intended meaning. Because reading allows learners to learn more about the text, increase their vocabulary, and gain information, it is important for English learners to read in order to enhance their understanding. Implied reading is when students take in the information from the text and infer meaning for the text's written symbols. Work with student reading strategies by having them read the text while identifying symbols in the text. The result is that students comprehend the text better while also providing for increased interaction between them and the text.

Reading is one of the most frequently used language skills in daily life, as evidenced by internet use. Thus, for the readers, understanding meanings arises from a combination of prior knowledge and previous experience, as well as information within the text, and interaction with other people that they have already experienced. Reading must be seen as only one part of a full picture of language instruction, which includes pronunciation, grammar, vocabulary, reading, and listening (Brown, 2001, p. 298). Students may have a greater understanding of their purpose in reading when they utilize a reading technique correctly. It is possible to make students more motivated to learn English by motivating them.

Students' reading activities are intended to be the most fundamental activity because every school subject learned will entail reading and cannot be divided from it. As such, teachers, particularly English teachers, must be attentive if they want to achieve their reading goals. Learning English is just as important in junior high school because students can comprehend about what is happening around them and what will happen in the future. Furthermore, the methodology used to teach English language encourages students to contemplate, as well as, enhance their cognitive ability with quality and appropriate devices and patterns (Iskandarwassid & Suhendra, 2009).

Generally, students find it difficult to determine the text's main idea, and also to deduce the meaning. According to Brown (2001, p. 208), readership brings an extensive amount of information, knowledge, emotion, and experience with them when they consume printed works. According to this statement, we can say that this is the way English has been taught to English learners for many years, and it is much more difficult for them because of this requirement. Because teachers are accountable for getting their students excited about learning English, they bear some of the responsibility for getting the students interested. There are currently not enough students who want to learn communication, and thus not enough reviews of learning communication. The students will benefit from them. It is expected that students will be more motivated to learn proper reading comprehension after they understand how important English is.

Students should have a good comprehending of all aspects of reading such as the main idea, inferences, details and vocabulary to reach the passing grade for reading because the purpose of teaching reading is to develop the abilities of students to be effective and efficient in reading. The goal of all reading instruction, is a cognitive act of interpretation and construction of meaning, an act that is influenced by characteristics of the reader, the text, and the activity or goal, respectively of which is influenced by multiple sociocultural texts such as in a reading comprehension text” (Walpole & McKenna, 2007, p. 7). Reading comprehension is a complex cognitive process cannot be understood without a clear description of the role that vocabulary enlargement and vocabulary instruction play in the thoughtful of what has been read.

Reading comprehension is a complex task depending on many different automatic and strategic cognitive processes in which the ability to read with speed and proper expression becoming a critical skill for comprehension. In line with Pardo (2004, p. 272) mentions comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.” It is also argued, reading comprehension is defined as the language learners' ability to understand and comprehend a written text to find the main idea and specific information. It can be noticed the high-status of reading comprehension occupies and captures among the other learning skills.

In reading comprehension, students should have knowledge about understanding the reading passages. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. According to Yuliani & Karwono (2012, p. 162) “Students use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. They may use morpheme, semantics, and syntax context clues to identify the meaning of unknown words in case of integrating the words they have read into their existing framework of knowledge or schema (schemata theory).” As it is regarded a reading comprehension is a process in which readers construct meaning by interacting with texts, English reading comprehension is significant component of English performance, particularly in an academic setting. As a result, in reading comprehension the teachers have to minimize reading difficulties and maximize comprehension.

Due to reading comprehension becomes something which is so important, so the teaching of reading comprehension is supposed to be enhanced or made more models and differences of teaching in order to provide students more easily understand the reading materials. In reality, the teaching of reading comprehension done by English teachers is quite difficult, it happens due to the fact they are lack of knowledge about the methods and techniques of teaching reading that actually can be adapted in the classroom (Yenisa, 2017, p. 1). It is also argued most teachers use the traditional methods and techniques of teaching, so it makes students feel bored and have

some difficulties in learning English so that making students' reading comprehension become less.

By observing on the pre-research toward the conditions at the 9th grade of SMPN 49 Surabaya as the setting of this research, the researcher found several problems occurred at a school, where the students in this school are still very lacking in mastering English lessons, especially reading. They are also still lack interest and motivation to learn English because English is a difficult language to be learned. This is proved by the number of students who have a fewer score under the standard of *KKM* (Minimum Mastery Criteria) for English subject. Additionally, when the students are being asked to read, they need a long time to understand the text or English textbook which are given to them. Learning reading, for instance: reading comprehension, is not an easy thing. In line with Miles V. Zintz (1972), "Learning to read is a complicated developmental process not yet taught to huge numbers of children around the world". It can ensue due to many things such as teachers who are constantly using traditional teaching methods and techniques so it makes students feel bored, same as noted above, or English reading materials are quite difficult to understand and make the students are not interested to learn it. There are many kinds of strategies are suitable in comprehensive reading. In this research, the researcher proposes a technique of teaching reading, it is SQ3R (Survey, Question, Read, Recite and Review) that can be assumed SQ3R be able to increase students' reading comprehension for students of the 8<sup>th</sup> grade at SMPN 49 Surabaya academic year 2020/2021.

The SQ3R technique will ease students in finding the ideas about the topic of the reading material, they also can easily understand about the topic and in each step of its implementation, it can make students will be more focus on reading materials. Thus, it will make students more active and interact when they are asking to read in the class as stated by Brown:

“SQ3R technique as one effective series of technique for approaching a reading text. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.” (Brown H. D., 2001, p. 315)

From the definition mentioned, it is implied SQ3R technique is able to extract the maximum amount of benefit from the readers: to organize the structure of a subject in reader's concentration, to set study goals and to separate important information from irrelevant one. By implementing the SQ3R technique at SMPN 49 Surabaya for the 8<sup>th</sup> grade students, the researcher hopes the students can improve their reading with a good understanding about the text or material that they have read in reading comprehension regarding SQ3R helps the students to have a good comprehension in reading by providing several steps. Related to the explanations mentioned on the background of the study, the researcher is interested in conducting research entitled “*Improving the Students' Reading*

*Comprehension Skill by Using the SQ3R Technique at the 8<sup>th</sup> Grade Students of SMPN 49 Surabaya”.*

## **1.2 Statements of the Problem**

To make clear the results of the research, the researcher formulates the research problem, namely:

- 1.2.1 To what extent the implementation of SQ3R technique will improve the students' reading comprehension skill for the 8<sup>th</sup> grade students of SMPN 49 Surabaya in the Academic Year 2020/2021?

## **1.3 Objectives of the Study**

Related to the problem formulated, this research has the purpose:

- 1.3.1 To know the implementation of SQ3R technique will improve the students' reading comprehension skill for the 8<sup>th</sup> grade students of SMPN 49 Surabaya in the Academic Year 2020/2021.

## **1.4 Hypothesis**

The hypothesis was formulated based on the formulated problem and the objective of the research, which is as follows: the SQ3R technique will improve the students' reading comprehension skill for the 8<sup>th</sup> grade students of SMPN 49 Surabaya.



## **1.5 Significances of the Study**

Hopefully, the results of this research can give valuable contribution to the English teachers, the students, and other researchers. The significances of the research are described as follow:

### **1.5.1 English Teachers**

To be fully prepared for the task of teaching reading comprehension, it is highly recommended that English teachers employ various strategies. This study should provide a new approach for teaching reading comprehension and help the teachers implement SQ3R, particularly at SMPN 49 in Surabaya. Because of this, students will have a strong understanding of reading comprehension.

### **1.5.2 Students**

The results of the research will help to increase the level of comprehension of the SQ3R technique's careful implementation. And when students learn about effective strategies like SQ3R, they will be able to learn English in a more comfortable and supportive environment, which will lead to more achievement and reading skills.

### **1.5.3 Other Researchers**

This research can aid other researchers in developing reading comprehension strategies, especially through the use of the SQ3R strategy. It is also possible that other researchers can further develop the same research and study it in any academic disciplines.

## **1.6 Scopes and Limitations**

During the research, there were some limits to what could be done. This research was performed at SMPN 49 in Surabaya. Next, the research's subjects were 8<sup>th</sup> grade students in class 8-D at SMPN 49 Surabaya, who will be in school starting in the 2020/21 academic year. With only using the SQ3R Technique, the researcher only conducted Classroom Action Research (CAR) on how the process and the product of SQ3R applied to improve students' reading comprehension skills at SMPN 49 Surabaya.

## **1.7 Operational Definitions**

The researcher provides some explanations about the terms being used in this research in order to distinguish the research terms more undoubtedly, namely:

- 1.6.1 SQ3R strategy is one of the popular strategies that helps students to build their background knowledge of the text in which students acquire properly when they attach new information to previous knowledge.
- 1.6.2 Reading comprehension is a complex cognitive process in which the reader utilizes multiple processes in order to derive meaning from the text. These processes include discovering what the major ideas, specifics, and inferences are in the reading passages, and interpreting what the passage questions are asking.
- 1.6.3 Narrative text is a specific kind of genre that aims to entertain, gain, and keep the reader's interest in a sequence of events told in story.