CHAPTER I
INTRODUCTION

A. Background of the research

Language is a way for someone to convey something. Language is something coming from the inside of the speaking subject manifest in the meaningful international purpose of individual speaker.[1] Language also is tightly woven into human experience that it is scarcely possible to imagine life without it.[2] It mean can be imagine if without language, humans will find it difficult to interact and cooperate with one another.

All languages in the world consist of four basic principles. It doesn't matter if any type of language is, where it comes from and how it is structured - they are all made of 4 main elements, namely, reading, writing, speaking, and listening. These four elements are certainly interconnected, but have significant differences in the process. In an effort to master English, we must also carry out these four basic principles. According to Iwai said that reading comprehension in one of the most critical elements in building student's literacy skill.[3]

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[1] Jesus Martinez del Castilo "The Speech as an Act of Knowing", In International Journal of Language and Linguistics, Vol. 3, No. 6-1 (12th of February 2015), 31.

[2] Steven Pinker, The Language Instinct: The New Science of Language and Mind, (London: Folio Society Publisher,2007), 17.

[3] Yuko Iwai, *"The Effect Of Explicit Instruction On Strategic Reading In ALiteracy Methods Course"International Journal of Teaching and Learning in Higher Education,* Vol 28, No 1, (2016) P. 11

In Indonesia reading culture is still low, maybe that is the cause of Indonesia is difficult to become a developed country. There are two main reasons for reading: reading for pleasure. Reading for information (in order to find out something or in order to do something with the information you get).

Based on Basic Competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013 of the first grade senior high school, the students are expected to comprehend social function, texts structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form. However, in a real situation, the students have not achieved the curriculum expectation and have low ability in reading comprehension. Obviously, text such as English magazines, newspaper and article as an authentic material has the important role such as improving students reading ability and their knowledge of current issues. But it is not easy to be read for students and to comprehend.[4]

There are differences in this study with previous studies. that is, researchers choose vocational high school as the object of research. because, based on the experience of researchers when the school period in vocational high school English lessons only a few taught by the teacher and even then it

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[4] Kementerian Pendidikan dan Kebudayaan 2013. Kompetensi Dasar, retrieved November 2 th, 2017 from staff.uny.ac.id/sites/default/files/pendidikan/drs.../ 03-kompetensi-dasar-sma-2013.pdf

feels boring. therefore, the researcher decided to make vocational high school students the object of research.based on my experience at Vocational High School Budi Utama Panimbang, I found several problems, especially in the aspect of reading.. The problems are: first, some students are lack of vocabulary; it makes students often ask to the teacher during learning process. The second, their reading motivation is low based on my interview to some students which she selected randomly. Some student said that they are don't like reading English text. Moreover, based on her experience asking to the tenth grade they are don't know about descriptive text, what is language feature and the social function, and then the instructional facilities such as book are not available especially English book are not adequate available. This is one of the factors which decrease student's motivations in reading English Books. The third, reading comprehension is very low, it is proven when teacher give the students some formative test or daily test which show that their result of the test below standard minimum (KKM). in fact, to overcome students' problems in reading comprehension the teacher has tried several attempts. such as; holding an English club, using interesting methods in teaching English..

From those problems, the writer thought that it needs teaching strategy; use the method to overcome the students' problems in reading comprehension. One of strategies that can be provided is SQ3R technique.

The SQ3R method has never been applied in SMK Budi Utama. The researcher chose the SQ3R method because the researcher wanted to know the students' reading comprehension ability through this method. and also this method has several stages that students can follow. SQ3R is introduced by Robinson. He states that "SQ3R is a reading strategy designed to help students improve their comprehension, memory, and efficiency in reading." Furthermore, according to Brandon and Brando define SQ3R as a comprehensive reading system that will give you both perspective and understanding. The popularity of SQ3R as a study system has fostered a growth of study system during the past 60 years using the basic SQ3R framework of surveying (sometimes called previewing), creating relevant questions, reading for meaning and reviewing. These adapted approaches intended to address critical processes for student study reading and the monitoring of learning a content discipline.[5]It means that implementing the sq3r method can improve reading comprehension effectively because the system of this method is very easy to use in the class room and student will easily remember the text they are reading.

Based on the explanation above, the writer is interested to conduct the research entitled **"The Implementation of SQ3R method to Improve Reading Comprehension"**

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[5]Rona F.Flippo and David C. Caverly, *Handbook of College Reading and Study Strategy Research*, (New York: Routledge, 2009), P. 32

B. Limitation of the Study

Based on the background of the study and identification of the problems above, the focus of this study is about the implementation of SQ3R method to improve reading comprehension.

C. Statement of the Problems

This research is about the application of SQ3R method to improve reading comprehension, the problem of study are as follows:

1. How is the implementation students' reading comprehension before using SQ3R method?

2. How is the improve students' reading comprehension after using the sq3r method?

C. The Objective of the Study

From the statement problem above, this research is conducted with purposes as follows:

1. To know the implementation students' reading comprehension before using SQ3R method

2. To know students' implementation reading comprehension after using the sq3r method

C. Significant of the Study

The writer hopes this study can give more knowledge and information to the readers and will deepen our understanding and knowledge about Implementation of SQ3R method to improve reading comprehension article. Practically this study will be useful for next researchers as references.

D. Previous Study

1.Panida Khruawan and Nutprapha K. Dennis: A Study of English Reading Comprehension using Content-Based Instruction Approach. The students of this study were to investigate students' achievement in reading comprehension taught by Content-Based Instruction (CBI) Approach and to study the attitude of students through the approach. The objective of this study we are to study students' achievement in readingtaughtby content-based instruction (CBI) approach, to study students' attitude toward using content-based instruction (CBI) approach to practice English reading skill. Her research explained how CBI approach help students to improve their achievement in reading comprehension, about process, result, advantages and disadvantages teaching reading comprehension using CBI.

The similitary between the research above and this research is as well as researching about reading comprehension. The difference in the research approach, that research is use experimental design and this research is classroom action research.[6]

1.Agustina Dwi R, Dahlan Rais and Hefy Sulistyawati: Improving student's reading comprehension using jigsaw The objectives of the research are (1) to describe how jigsaw improves the students' reading comprehension at the eighth grade of SMP Islam Diponegoro Surakarta and (2) to describe how jigsaw can improve class situation. The research finding shows that jigsaw could overcome the students' difficulties in reading comprehension; they could identify main idea, identify supporting details, guess meaning of new words, identify communicative purpose of text, identify cohesive device, and identify reference. Based on the pre observation, most of students were passive. After taught jigsaw technique, the students became more active and interactive during the teaching learning process. There was improvement in the students' attitude. Finally, it can be concluded that jigsaw can improve the students' reading comprehension and improve the class situation.

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[6] Panida and Nutprapha, *A Study of English Reading Comprehension using Content-Bansed Instruction Approach* (January 2017) Vol.5

The similitary between the research above and this research is as well as researching about reading comprehension. The difference in the research approach, that research is use experimental design and this research is classroom action research.[7]

C. The Organization of Writing

The organization of this research facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This research is divided into five chapter.

Chapter I is introduction. It consist of six parts: the background of the research, limitation of study, statement of problem, the aims of the research, the significant of the research, previous study, and the organization of writing

Chapter II is theoretical foundation. Is consist of two parts.the first part present Reading comprehension which discusses about definition of reading comprehension, aspect of reading comprehension, elements of reading comprehension and level of comprehension. The second part presents about definition of SQ3R method and advantages and disadvantages of SQ3R method.

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[7]Agustina, Dahlan dan Hefy.2013.*Improving students reading conphrehension using Jigsaw*

Chapter III is research methodology. This chapter presents research methodology which discusses about method of research, place and time, population and sample, instrument of the research, technique of collecting data and technique of data analysis.

Chapter IV is research finding. This chapter consist of three parts. Part A presents description of data about the cycle. Part B presents analysis data about observation sheet students reading comprehension, observation sheet about students activity and teacher competence. Part C presents description of data about the result of pre-test and pos-test.

Chapter V is conclusion and suggestion. This chapter is the last chapter which consist of general explanation about the previous discussion in this report and some suggestion that my be useful for the English teacher and further researcher.