

CHAPTER I

INTRODUCTION

A. Background of the Research

Mastering English ability, there are speaking, writing, reading and listening. Dorkchandra explained that an important skill is reading. Reading is one of the four significant language skills necessary to acquire English as a second language or foreign language (ESL/EFL), gaining academical achievement and promoting expert improvement.¹ It is generally utilized in classrooms, however not in daily conversation. This create the English of Indonesian students even more difficult.

Considering English language in Indonesian is a foreign language, most students will have trouble reading English texts. Most high school graduates cannot fully understand English. For students, reading is the important thing to improving their knowledge. Reading is an crucial part of English courses.

Klingner believes that reading comprehension is the manner of building definition with coordinating many complicated procedure including phrase reading, phrase and global science, and fluency. It refers back to the potential to interpret phrases, understand which means and the relationship among the thoughts expressed within the textual content. In

¹ Dentisak Dorkchandra, *Enhancing English reading comprehension through a text structure reading strategy CALL Program* (Thailand: Suranaree University of Technology, 2010), 93.

addition, he summarized teaching of reading comprehension for teachers, the following three actions: Mention, Practice and Assessment. That is, the teacher mentioned the abilities that the students need to apply, afterwards gave them the opportunity to exercise these abilities via workbooks or worksheets, and in the end assessed if they successfully used the abilities.²

Meanwhile, According to Willis 'Understanding Objective to build Understanding available to improve Efficiency at every step of the Understanding process'. This is a strategy used to improve understanding, Reading Comprehension is a way to Understand or Understand texts that not only read words, words knowledge or fluency, but by reading, we can get extensive information and insight from the text.³ Therefore, teachers should select appropriate strategies to enhance students' reading comprehension. Proposed methods to divide reading techniques into three classes: cognition, metacognition and assist strategy.⁴

Wallace pointed out that reading strategy is a unified process and cannot be subdivided into partial skills. This means that as a process, reading strategies involve methods of processing text, and these methods will be different with the character of the text, the purpose of the reader,

² Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching reading comprehension to students with learning Difficulties* (New York : The Guilford Press, 2007), 2.

³ Dave Willis, *Reading for information: Motivating learner to read efficiently* (Oxford: OUP, 2008), 127.

⁴ Sheorey R., & Mokhtari K. *Differences In The Metacognitive Awareness of Reading Strategies Among Native And Non-Native Readers. System*, 29(4). (2001) 431-449.

and the state of affairs.⁵ Teachers' reading comprehension strategies are very crucial due to the fact they have an effect on students' expertise of reading comprehension. As a strategy of "a selected technique to solve a trouble or assignment, a mode of operation to achieve a specific goal, a plan to control and manipulate certain information". Researcher distinguishes between strategy and style.⁶ The style is "consistent and lasting inclination and options inside the person". In different words, teaching techniques are methods of teaching students. The teacher must practice this method to keep it in stability with the material.

One of the strategies for teaching reading comprehension is SQ3R. SQ3R (Survey, Questioning, Reading, Recitation, and Review), Tearney, Readence, and Dishner has stated SQ3R is a reading strategy that provides students with a systematic method, which provides an overview of what readers should complete and read Detailed step-by-step outline. Completed in reading to promote more effective learning of reading materials.⁷ In line with this, Nuttal has stated that SQ3R makes students responsible for guiding themselves to read texts and promotes students to participate in reading texts purposefully and actively.⁸

⁵ Chaterine Wallace, *Reading* (New York: Oxford University Press, 1996), 57.

⁶ H. Douglas Brown, *Principles of language learning and teaching* (White Plains, N.Y: Pearson Education, 2007), 32.

⁷ Robert J.Tearney, Readence, John. & Dishner, E, *Reading Strategies and Practices: A Compendium* (US: Allyn and Bacon, 1990), 46.

⁸ Christine Nuttal,. *Teaching Reading Skills in a Foreign Language* (Great Britain: The Bath Press, 1989), 52.

The researcher will do a research at MA Al-Khairiyah Pipitan because based on the preliminary interview the researcher has done to the teacher on may 18, 2021 at MA Al-Khairiyah Pipitan of Eleventh Grade. English teachers use the sq3r strategy, which can increase students' curiosity and motivation to learn English, especially reading. The teacher gives sq3r strategy to the students to make them understand in reading comprehension process. Most students have difficulty understanding longer passages in English and It is easy to forget what they have read because they have no specific purpose to read.

This research was conducted to describe the implementation of SQ3R in teaching reading comprehension and to identify students' responses to the implementation of SQ3R, as explained above.

B. Identification of the Research

1. The majority of students struggled to understand longer English texts.
2. Students need reread the passage in order to fully comprehend text.
3. Students did not clear goal in mind for what they were going to read.
4. Students are prone to forgetting what they have read.

C. Focus of the Study

Based on the research identification above, the researcher limit the problem and focus on implementation SQ3R strategy for reading comprehension, which were carried out by English teacher in MA. This analysis only focuses on SQ3R strategy, especially eleventh grade students at MA Al-

Khairiyah Pipitan about “implementation SQ3R strategy in teaching reading comprehension”. Descriptive text is use as teaching materials in the implementation of SQ3R.

D. Question of the Research

Based on the background of the research above, the problem was formulated to answer a research question:

1. How does the implementation of SQ3R strategy in teaching reading comprehension?
2. How does the students’ responses toward the implementation of SQ3R in teaching reading comprehension?

E. Objective of the Study

Objective of this study is to reveal:

1. The implementation of SQ3R strategy in teaching reading comprehension.
2. Students’ responses toward the implementation of SQ3R in teaching reading comprehension.

F. Significance of the Study

This research is intended to provide some help for English teaching in Indonesia, namely:

1. For English teachers

It is expected for the English teacher in the school for not to be afraid in doing innovation or teaching using fresh technique to support the students in improving their learning competence.

2. For The researcher

The researcher expects that the result of this research will be useful for supporting the teacher and students in teaching and learning reading comprehension.

3. For the students

Students are expected to get appropriate support which can help them in gaining higher level of understanding by implementing SQ3R in teaching reading comprehension.

G. Previous of the Study

1. The Implementation of SQ3R Technique to Improve Students' Reading Comprehension.

Ni Luh Lina Marini, a student at Maharaswati Denpasar University's English Education Department, did a study in 2014. She used the SQ3R approach in her studies to help pupils enhance their reading comprehension. She employed two cycles of Classroom Action Research as her strategy. The participants are SMPN 1 Mengwi eighth-grade students. The study's findings revealed that the majority of the participants agreed that the SQ3R technique was effective in increasing

their reading comprehension. As a result of her research, it can be concluded that the SQ3R technique can improve reading comprehension in her subject.⁹

2. The Effects of SQ3R on Fifth Grade Students' Comprehension Level.

It was a study conducted by Kylie E. Baier in 2011 as part of her Master of Education degree requirements at Bowling Green State University. 32 fifth-grade students from the school where she previously taught are among her participants. She conducted a research study that was divided into two parts, the first of which was designed to collect quantitative data and the second of which was designed to collect qualitative data. The aim of the research was to see if integrating SQ3R into fifth-grade students' science reading skills would increase their general understanding. SQ3R greatly increased her subjects' overall comprehension scores of expository writing, according to the findings. She advocated for instructors to realize the value of reading strategies and to educate students and parents about using strategies to improve comprehension.¹⁰

⁹ Ni Luh Lina Marini, *The Implementation of SQ3R Technique to Improve Students' Reading Comprehension*, Maharaswati University, Denpasar, 2014, 36.

¹⁰ Kylie E. Baier, *The Effects of SQ3R on Fifth Grade Students' Comprehension Level*, thesis from Bowling Green State University, 2011, iii.

3. Improving Students' Reading Comprehension on Narrative Text by Using SQ3R Technique.

Iqlima Srifayu Intan, Bambang Wijaya, and Eni Rosnija, students from Tanjungpura University's Teachers Training and Education Faculty, did this research. Their subjects were 24 MTS Miftahussaadah seventh-grade students. She conducted Classroom Action Research as a method for this research which consisted of 3 cycles. Their study was aimed to know how SQ3R method can improve the students' reading comprehension on narrative text related to their subject. The study's findings revealed that their subjects' reading comprehension had improved.¹¹

Those three previous research are pertinent to this research. However, there are some similarities between previous research and this research. SQ3R was likewise employed in the three previous researches to help students improve their reading comprehension. Nevertheless, there are some differences between the previous research and this research. The research approach is different; in the previous three research, Class Action Research was used as the research methodology, while this research used Case Study as a methodology of

¹¹ Iqlima Srifayu Intan, Bambang Wijaya, and Eni Rosnija, *Improving Students' Reading Comprehension on Narrative Text by Using SQ3R Technique*, Tanjungpura University, Pontianak, 2015, 45.

the research. Those three previous researches used quantitative as a research study, while this research used qualitative as a research study.