CHAPTER I

INTRODUCTION

A. Background of the Study

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.

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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.

According to Iwai said that reading comprehension in one of the most critical elements in building student's literacy skill.[3]

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 the classroom observation, the researcher found that most of the ninth grade students still had problems in reading comprehension. For example: they had difficulty in understanding the text to get information because they did not know the meaning, the students were lack of English vocabulary, they did not have confidence in reading English text, they did not have enough time to practice reading comprehension, the students were not able to describe detail information and the most important thing was there no sufficient teaching strategy to practice reading comprehension. From those problem, the writer found several problems in the teaching activity there are the teaching method

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[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

was not appropriate with material, the evaluation management of teacher was less effective.

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 MTS Sabilul El-Muhtadin. 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.[4] 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 Effect Of SQ3R Technique On Reading Comprehension**"

B. Identification of the Problem

Based on the background of the problem above, the researcher identified several problems in teaching and learning of reading comprehension.

1. The students had difficulty in understanding the text to get information.

2. the students were lack of English vocabulary.

3. The students do not know if there is a strategy in learning reading which make students and entirely understand the content of the text.

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

C. The Limitation of the Problem

Based on the problem were related above, the problem of this research was limited on using SQ3R technique in students reading comprehension.

D. Statement of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

1. How is students' reading comprehension at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin?

2. How is SQ3R applied in teaching reading at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin?

3. How is the effectiveness of SQ3R in teaching student reading comprehension?

E. Objective of the Research

Based on the statement problem above, the objective of this study are:

1. To observe the students' reading comprehension at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin.

2. To observe out the students' comprehension at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin taught by using SQ3R technique.

3. To investigate the effectiveness of students' reading comprehension between students taught by using SQ3R technique and without using SQ3R technique at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin.

F. The Significant of the study

Theoretically, there are many references except this study that conduct about teaching reading but this also able to guide the researcher for the further study as the previous study.

Practically, the result of this research is excepted to give some contributions for those who concern in language teaching and learning, especially in English they are:

1. For the teacher

The researcher expect this research can provide contribution and inspiration to be the one of the various method in teaching reading especially reading comprehension by using SQ3R technique.

2. For the students

This research gives positive insight to the students as foreign language learners. Hopefully, the results of the research are useful for the students as information to know their reading comprehension, so they can improve it, because of its important to communicate with others, especially to speak in the English language..

3. For the other researcher

The researcher expect this study will helps the other researcher who want to conduct the same research in the future.

G. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follow:

(H_a): SQ3R technique is effective to improve students' students' reading comprehension at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin

(H_o SQ3R technique is not effective to improve students' students' reading comprehension at ninth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin

H. Previous Study

1. anida 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 reading taught by 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 similarly 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.

2. 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.

The similarity 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.

I. The organization of writing

The paper is systematically divided into five chapters. This following is short description about each chapter:

Chapter I is introduction that consists of background of study, limitation of the problem, statement of problem, the purpose of study,

significance of study, hypothesis, previous study, and the organization of the writing.

Chapter II is theoretical review. it consists of definition of reading, types of reading, reading comprehension, teaching reading, assessing reading, definition of narrative text, generic structure of narrative text, language feature of narrative text, definition of recount text, generic structure of recount text, language feature of recount text

Chapter III is methodology of the research that consisted research method, place and time, population and sample, the research instrument, and the technique data analysis.

Chapter IV is the result of the research that consists of description of data, analyzing of the data research, and interpretation data.

Chapter V is conclusion and suggestion