CHAPTER I
INTRODUCTION

A. Background of the Study

English as an international language plays an important role in many aspect of life like education, economy, business, technology, and etc. Consequently, a lot of people try to learn English. Related to this issue, Indonesian education system introduces English since an elementary school level.

English learning is divided into four skills: reading, writing, listening and speaking that have to be mastered. Reading is one which plays important role to improve readers' ability in a foreign language, especially for EFL leaners. EFL leaners usually use reading skill to learn FL in depth because they seldom use spoken FL in outside the classroom. Grabe (2009) states “reading is centrally a comprehending process. We read what the writer intended to convey in writing”. Mikulecky (1996:1) states reading is the one important way to improve the reader’s language skill in English.

Based on the syllabus of Kurikulum Tingkat Satuan Pendidikan (KTSP), which is developed by SMA N 3 Sukoharjo, learning reading in senior high school is aimed at making the students able to understand meaning, detailed information and rhetoric steps of written text in the form of hortatory exposition text, in the context of daily life and academic purposes. In term of understanding reading comprehension, many students found it difficult to understand various text books. They have to study hard to achieve the passing grade, 73, set by SMA N 3 Sukoharjo is.

Based on the researcher’s observation in SMAN 3 Sukoharjo in academic year 2012/2013, the researcher found that the students’ reading comprehension was low. The students were not able to comprehend English texts. This problem is indicated by several indicators that have been found by researcher. Those indicators are: 1.) Reading: a) most of the students were not able to comprehend the whole text. When they read a text, they just translated it by words into Bahasa Indonesia so they did not know exactly the content of the text; b) most of the
students were not able to mention detailed information or reference from the text; c) most of the student’s achievement in reading comprehension was low; 2.) classroom situation: a) most of the students were passive in reading class. The students only kept silent in the class. They did non-academic activities when the teacher asked them to do the assignment. When the teacher asked to translate the text, they seemed unwilling to do it; b) the class began in the last session, so the class situation was not conducive. They were oriented to go home soon.

Such problem was caused by several factors that might come from the students, teacher, classroom situation, media, or technique used in teaching and learning process. They are: (1) Most the students’ reading habit was low. The students did not have strong motivation to read many kinds of text. It can influence reading comprehension. As the researcher interviewed some students, they said that “Aku tua suka mbak sama Bahasa inggris, tapi aku gak hobi baca, jadi nih liat bacaan Bahasa Inggris gitu males mbak” (Actually I like English, but reading is not my hobby so when I found English text I did not want to read anymore, Miss), and the other said that reading is difficult “Bacaane panjang-panjang mbak, banyak kata-kata yang nggak tahu artinya dan yang bikin males lagi pas bacaane banyak, eee... soalnya cuma 3” (I often met long of English texts and I found a lot of new vocabularies that I did not understand the meaning in Indonesia, moreover if the questions are only 3 that was make me lazy to read the whole text). They often feel bored and tired in the class, “Bahasa Inggris di kelasku kalau gak jam ke 5-6 ya ke 7-8, jam-jam sudah gak ada semangat belajar mbak, terus bu guru sering kasih PR translate banyak banget mbak, jadi ya males dan sebel mbak” (The English lesson begins at 5 to 6 session 7 to 8 so we have low motivation to study, then the teacher gave home works to translate many texts, so I feel unwilling and resentful with my teacher); (2) They lacked of vocabularies. Their bad reading habit made them poor in vocabulary. As poor readers, they were unable to comprehend the right meaning so they were unable to comprehend the text well and reading activities would be very boring then they would stop to read. (3) The class situation. The lesson began at the last session in the school, so at the time, students were physically and psychologically tired and
the motivation to study was very low. They only listened to the teacher’s explanation and did not give any response. Sometimes, the teacher tried to make the class situation livelier with some jokes, but it was meaningless. Many students just smiled or many of them preferred to be quiet. When the teacher asked them to translate a text, the students did it unwillingly. When the researcher interviewed the teacher, she said “Gini mbak, mereka tuh males membaca, kalau disuruh baca ya baca tp kalau ditanyai gak tau jawabannya, jadi mereka tidak bisa memahami bacaan dengan baik disamping pada jam saya situasi kelas sudah tidak kondusif lagi untuk belajar serius karena ya sudah jam-jam terakhir, jadi mereka sudah konsentrasi untuk pulang saja” (They were indolent to read several books or texts, if I asked them to read, they just read but when I asked several questions they could not answer it. Besides, the class situation was not conducive; the students could not concentrate on the lesson in the last period); (4) the last problem was caused by the teacher itself. She did not teach her students how to read the text because of limited time in teaching reading comprehension in the class. Cantrell, Burns & Callaway (in Lestari, 2012) state “some teachers do not have more knowledge in finding appropriate ways to help students in teaching reading successfully. Therefore, teachers have to find some appropriate strategies in teaching reading”.

There are many kinds of methods to teach reading. Method of teaching is directly related to theories (approach), organizationally by a design, and practically realized in procedure (Richards, 1986:16). The teacher should decide what skill that he would teach and what appropriate method that should be used. Freeman (1992: x) says that knowledge of methods is part of the basic knowledge of teaching.

Based on the problems above, the researcher decided SQ3R method to be applied in SMAN 3 Sukoharjo. SQ3R is a reading comprehension method. The method is introduced by Francis Pleasant Robinson in his (1961:29-39) book Effective Study. SQ3R stands for Survey, Question, Read, Recite and Review and they are the steps too. Textbooks were often read in the same way; pleasure books were read begin by the first page of the chapter and reading to the end of the
chapter, without stopping. Using SQ3R provides a different method of reading textbooks that will most likely enhance understanding and retention of material. It was not a quicker way to read a chapter in a textbook but it was likely to reduce the amount of time one will need to spend studying the material immediately prior to the test. Study time then becomes deepening the understanding of the material.

SQ3R as a method have many advantages. They are; the students get deeper understanding of what they have read and focused on the main point of a text, and they get better understanding of the material because the concepts are marked and reviewed.

Thus, the researcher used SQ3R method as a solution to improve the student’s ability in reading. By using SQ3R method, the students were expected to be able to comprehend the content of text well. The researcher conducted a classroom action research (CAR) in teaching reading entitled “Improving Student’s Reading Comprehension by Using SQ3R (Surveying, Questioning, Reading, Reciting, Review) Method in Eleventh Grade of SMAN 3 Sukoharjo in the Academic Year of 2012/2013.”

B. Problem Statements

Based on the background above, the problems that come up in this study are formulated as follows:

1. Does the use of Survey, Question, Read, Recite, and Review (SQ3R) method improve students’ reading comprehension?
2. What are the students’ responses toward SQ3R in learning reading comprehension?
C. Objectives of the Research

Based on the problem formulation above, the objectives of this research are:

1. To identify whether the use SQ3R improves the students’ reading comprehension?
2. To describe the student’s responses toward SQ3R in learning reading comprehension.

D. Benefits of the Study

The result of the study gives some contributions for the teachers, the students, and the researcher. The following are the significant contributions of the study.

1. For students
   a. The students have high motivation in reading English texts.
   b. The students have high curiosity in reading a text.
   c. The students have high self-confidence when they have to translate the English text into Bahasa Indonesia.
   d. The students have more vocabulary.
   e. The students become more focused on the material because they have to find out the main concepts of the material and give markers to the important concepts.
   f. The students get better understanding of the material because the concepts are marked and reviewed.
   g. The students learn effectively, and they have to be more active in the learning process: asking questions and giving opinions. It makes them better in memorizing the material.

2. For teachers

Through this research, the teacher gets more information about reading and its problems during teaching and learning process in reading. Besides, this
research result can be used as resources so teachers can apply SQ3R in improving students’ reading skill.

3. For schools
   This research result can be used as a resource to develop teaching aids of teaching reading.

4. For other researchers
   This study becomes a starting point to develop the teaching techniques in the future in order to create a better teaching learning.