

CHAPTER I

INTRODUCTION

This chapter presents the research plan to be carried out. It contains a background of the research on using an electronic book on students' reading comprehension with the SQ3R technique for junior high school. In addition, there are research questions, aims of the research, scope and limitations of the research, significance of the research, both theoretical and practical, and clarification of key terms.

1.1 Background of the Research

Reading is one of the skills within the scope of an English subject to obtain knowledge that can build and expand students' new insight. Reading is an activity that can be used throughout life. Reading serves as the foundation for acquiring knowledge for students both at school and throughout life (Küçüköğlü, 2012). Reading establishes people to be informed, up-to-date, and thoughtful (Mckee, 2012). Reading can build new vocabularies that make it easier for students to understand the book's meaning. To understand the information in the book, one way that can be done for students is by reading comprehension. Reading comprehension is important for the students. Reading comprehension helps the students to identify and analyze the meaning of the text. Veeragu et al. (2010) stated that Reading comprehension is an activity and process where the reader can find, determine, and understand the information conveyed by the author. Reading comprehension encourages students to read the text more easily. Reading comprehension can improve students' critical thinking (Kamgar & Jadidi, 2016).

In contrast to the important reading comprehension, reading comprehension is still a problem for students nowadays, especially young learners. In Indonesia, there are some factors why Indonesian students have reading comprehension difficulties. According to Iftanti (2012), children in Indonesia have difficulty reading due to unfamiliar vocabulary in the text. She mentioned that as many as 60.07% of them tend to have an interest in reading because of an assignment at school. In addition, Chairanissa and Wirza (2019) found that family environmental

factors do not support students to read; they tend to spend their free time accessing entertainment such as watching television, listening to music, surfing the internet, etcetera. Moreover, Nanda and Azmy (2020) stated that the students lack of motivation, have low prior knowledge, and have poor vocabulary due to the text not being related to their interest.

One of the tools that can be used for young learners in reading comprehension is an electronic book. According to Cambridge (n.d), an electronic book is a book that can be accessed digitally. The use of an electronic book for young learners is a good first step to teaching reading comprehension. Ciampa (2012) claimed that the students focus more on reading comprehension through an electronic book. She stated that the students are willing to read the book in an electronic book. Korat et al. (2012) show that an electronic book in reading comprehension young learners has significant value in the way they are able to understand the meaning of the word in the text rather than children who did not read an electronic book. Lin et al. (2019) stated that an electronic book makes young learners read a book more accurately than students who use paper-based books in reading activity. She mentioned that the electronic book gave some features such as recording video, taking pictures, annotation marks which paper-based books cannot provide to the students. Salmon (2014) found that the use of an electronic book for young learners had positive effects on reading comprehension due to the features provided. However, as claimed by Morgan (2013), one of the factors that will make electronic books in reading comprehension for young learner affect is that the teacher can choose the appropriate kind of electronic book for the students.

Furthermore, to implement reading comprehension through an electronic book, young learners need a technique. One of the techniques that can be used is SQ3R. Robinson (1970), as prior knowledge, the SQ3R technique stands for survey, question, read, recite, and review. The SQ3R technique have been implemented by various researchers. Baier (2011) shows that students who used the SQ3R technique as implementation in reading comprehension have improved their reading ability. She also mentioned that 67.8% of students want to use the technique in the future. As reported by Cariston (2011), the SQ3R technique allows students to increase their memory.

Some researchers have already found an implementation of an electronic book on students' reading comprehension and SQ3R technique in reading comprehension. However, implementing reading comprehension for junior high school does not use electronic books as teaching media with SQ3R as a technique. Larasati et al. (2018) focused on the effect of SQ3R technique on students' reading comprehension. Siregar et al. (2020) focused on semantic and phonological memories in reading comprehension with SQ3R technique for elementary students. Therefore, to fill the gap between previous research, this research wants to investigate whether reading comprehension through the electronic book with SQ3R technique for young learners, especially for 7th grade in Junior High School, will be affected or not.

1.2 Research Question

The question for this research is: Does the use of electronic books with SQ3R technique affect students' reading comprehension in the classroom?

1.3 Aim of the Research

The aim of this research is to find out whether the use of electronic books with the SQ3R technique affects students' reading comprehension in the classroom.

1.4 Scope and Limitation

The research focuses on the use of the electronic book with SQ3R technique for one classroom of junior high school students in grade 7th, Indonesia – West Java, Bandung city in the high technology area, who will represent the participants during field experience practice. Regarding the strategy, the research will find out the results of using the electronic book with SQ3R technique in reading comprehension. The limitation of this research is that data collection will be done synchronously, and the sample in this research is only for 7th-grade junior high school.

1.5 Significance of the Research

Theoretically, the research expected to be used as a source in providing knowledge about the use of the electronic book for reading comprehension to teachers and students, especially grade 7th Junior High School. Then, this research

can be used as a reference for further research related to the use of electronic books in the scope of English skills, especially in reading comprehension.

Practically, the findings of the research expected some advantages for students with knowledge about the importance of reading comprehension through the electronic book in which students will be able to read some books in a fun and user-friendly way. Then, teachers will be beneficial and also implement the electronic book as teaching media for reading comprehension; thus, they will create a process of learning that is not boring and make students participate in learning in which there will not be a traditional classroom. Moreover, parents can use this application for their children to gain new words or reading comprehension anytime and anywhere.

1.6 Clarification of Key Terms

1. An electronic book (e-book) is a book that can be seen and accessed through a screen or an electronic device (Oxford, n.d). An electronic book in this research can be used through mobile phones. The electronic book used in this research is a type of book which has visual images and one of the translation features of each text; thus, the readers are able to see the meaning of words in the text.
2. Reading Comprehension is someone's activity in understanding a book where s/he can examine, respond, and interpret the contents of the book explicitly and complexly (Clarke et al., 2014). Reading comprehension activity in this research is not only required to understand the contents of the text but also the students be able to summarize the contents of the text.
3. Young learners are a group of children starting from pre-primary, primary, and secondary in which they have different needs in physical, cognitive, psychological, and social development (Ellis, 2014). Young learners in this research are lower secondary – 7th grader EFL students.